

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180120**

**Grants.gov Tracking#: GRANT12659906**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180120

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## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name: The University of Texas at Austin

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

746000203

\* c. Organizational DUNS:

170230239

### d. Address:

\* Street1:

3925 West Braker Lane

Street2:

Suite 3.340

\* City:

Austin

County/Parish:

Travis

\* State:

TX: Texas

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

78759-5316

### e. Organizational Unit:

Department Name:

Office of Sponsored Projects

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Meghan

Middle Name:

T

\* Last Name:

Daniels

Suffix:

Title: Grants & Contract Specialist

Organizational Affiliation:

The University of Texas at Austin

\* Telephone Number:

512-471-6424

Fax Number:

512-232-6649

\* Email: m.daniels@austin.utexas.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

LLILAS Benson Latin American Studies and Collections

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,125,524.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,125,524.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

The University of Texas at Austin

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	41,445.00	42,105.00	42,779.00	43,465.00		169,794.00
2. Fringe Benefits	12,434.00	12,632.00	12,834.00	13,040.00		50,940.00
3. Travel	6,500.00	7,000.00	16,000.00	15,500.00		45,000.00
4. Equipment						
5. Supplies	5,760.00	2,410.00	1,000.00	1,000.00		10,170.00
6. Contractual						
7. Construction						
8. Other	183,793.00	182,498.00	176,087.00	174,795.00		717,173.00
9. Total Direct Costs (lines 1-8)	249,932.00	246,645.00	248,700.00	247,800.00		993,077.00
10. Indirect Costs*	19,995.00	19,732.00	19,896.00	19,824.00		79,447.00
11. Training Stipends	90,000.00	321,000.00	321,000.00	321,000.00		1,053,000.00
12. Total Costs (lines 9-11)	359,927.00	587,377.00	589,596.00	588,624.00		2,125,524.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2014 To: 08/31/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Dept. of Health and Human Services

The Indirect Cost Rate is 56.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
The University of Texas at Austin		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Elena V Mota	Assistant Director
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
The University of Texas at Austin	06/25/2018

Standard Form 424B (Rev. 7-97) Back



## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

LLILASBensonGEPAstatement1031746810.pdf

Add Attachment

Delete Attachment

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## **LLILAS Benson Latin American Studies and Collections, The University of Texas at Austin Statement on Compliance with Section 427 of GEPA**

The University of Texas at Austin (UT) is committed to an educational and working environment that provides equal opportunity, access, and treatment for students who are members of traditionally underrepresented groups, including racial and ethnic minority groups, women, persons with disabilities, and the elderly, in compliance with Section 427 of the General Education Provisions Act. Discrimination on the basis of sexual orientation or gender identity is also prohibited pursuant to University policy. UT is committed to providing equal access and treatment for eligible students and other project participants who are members of traditionally underrepresented groups.

The fall 2017 undergraduate and graduate student body at UT was composed of 42.4% white, 20.4% Latina/o (any combination), 4.6% African-American, 18.2% Asian, 0.2% American Indian, 0.1% Hawaiian/Pacific Islander, 2.6% two or more ethnicities excluding Latino and African-American, 10.2% foreign, and 1.2% unknown.

To increase access to higher education for underrepresented groups, UT guarantees admission to 75% of Texas high school students graduating in the top 7% of their class. 2017 admittance data supports a gradual and steady trend of improvement, with Hispanics seeing the most gains, with admitted students rising on average 2% annually and reaching 30% last year. The percentage of admitted Black students increased slightly last year from 5% to 6%; while admitted Asian and White students each decreased 1 percent (to 21% and 36% respectively).

UT's Division of Diversity and Community Engagement (DDCE) works to embrace diversity in all forms on campus. DDCE offices include: (1) Services for Students with Disabilities, which determines eligibility and implements reasonable accommodations for students with disabilities; (2) the Multicultural Engagement Center, which provides diverse educational and support opportunities for students; and (3) the Office of Inclusion and Equity, which supports the maintenance of a nondiscriminatory campus. UT campus is now completely converted to provide wheelchair access to all classrooms, libraries, offices, and dormitories. Students with learning disabilities or with hearing and visual impairments identify themselves to the faculty members, who have been instructed in how to comply with all the provisions of the Americans with Disabilities Act to the fullest extent possible. Additionally, all university websites are required to be in full compliance with U.S. Section 508 guidelines for alternative accessibility.

LLILAS Benson adamantly defends the principles of equal access, with our efforts visible through our student programs. As of May 2018, 90% of our LAS graduate students are from underrepresented groups, including 68% women. To attract a diverse cohort of students, we utilize targeted recruitment strategies to promote LAS courses and degrees and study abroad to underserved and under-resourced students. For all NRC and FLAS initiatives described herein, LLILAS Benson will promote equal access for, and treatment of, project participants who are members of traditionally underrepresented groups. We will target our efforts to diverse audiences and make accommodations for participants with varying needs.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

The University of Texas at Austin

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Virginia	Garrard	Burnett	

Address:

Street1:	128 Inner Campus Dr, Stop B7000
Street2:	
City:	Austin
County:	Travis
State:	TX: Texas
Zip Code:	78712-1808
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
512-471-5551	512-475-7222

Email Address:

garrard@austin.utexas.edu
---------------------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

[Add Attachment](#)

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*Dear Reviewer:*

*Please find our abstract in the Other Attachments Section. Due to a discrepancy between the program guidance to provide a 2-page abstract and the online submission platform, which was programmed to limit abstract submission to 1-page, we were instructed by IFLE program officers to upload our 2-page abstract in Other Attachments.*

*Sincerely,*

*LLILAS Benson Latin American Studies and Collections  
The University of Texas at Austin*



## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

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## A. Program Planning and Budget

With proximity to Latin America, robust institutional commitment to Latin American Studies (LAS), extensive LAS faculty, a broad array of LAS courses, world-class Benson Latin American Collection, and innovative global partnerships, LLILAS Benson Latin American Studies and Collections (LLILAS Benson) at the University of Texas at Austin (UT) is uniquely positioned to continue serving as a vibrant, expansive, comprehensive National Resource Center (NRC) for Latin America.

### A.1 Quality and Purpose of Activities

LLILAS Benson will fulfill the purpose of a comprehensive NRC through the initiatives outlined below, organized by Absolute Priorities (AP) and Competitive Preference Priorities (CPP). *The budget for each initiative is detailed in the Budget Narrative Attachment.*

#### **Absolute Priority 1 (AP1): Diverse Perspectives and National Need**

LLILAS Benson programs will reflect diverse perspectives on Latin America, generate debate on world regions and international affairs, and encourage service in areas of national need.

**Less Commonly Taught Languages (LCTL) Online Curriculum Development:** Building on the success of our current NRC grant, LLILAS Benson will **expand development of online, openly licensed curriculum for K'iche' Maya, Nahuatl, and Quechua**. We will partner with UT's Title VI Language Resource Center, the Center for Open Educational Resources and Language Learning (COERLL), which will provide online pedagogical framework, web hosting and oversight, and dissemination of online materials. In year 1 we will complete beginner through advanced online K'iche' curriculum begun in the last grant, with support of a Graduate Research Assistant (GRA) and 1 K'iche' curriculum developer in Guatemala. In years 1-2 we will complete the same level of work on Nahuatl, with 1 GRA and

1 Nahuatl curriculum developer in Mexico. We will begin development for Quechua in year 3, with our indigenous language program director (section B.1.a) traveling to Bolivia to identify Quechua partners. We will employ 1 GRA and 1 Quechua curriculum developer in Bolivia years 3-4. UT GRAs will travel to Guatemala, Mexico, and Bolivia to film short videos featuring native speakers in their communities of origin, enhancing online materials.

LLILAS Benson will partner with COERLL to **produce an open-access, online Portuguese textbook**, tied to the ClicaBrasil website hosted by COERLL. We will **disseminate the open-access LCTL curriculum** through social media and e-mail to K-12 teachers, NRCs, foreign language departments at universities, and professional associations. **LCTL Programming and Acquisitions:** LLILAS Benson hosts 3-5 scholarly events per year focused on Brazil and conducted in Portuguese. We will pay for **simultaneous translation from Portuguese to English** of two events per year to expand the audience exposed to Portuguese language and Brazilian culture and affairs. Benson librarians will travel to Mexico, Central America, Brazil, Paraguay, and the Andes to **expand the Benson's LCTL collection**. **Professional School Partnerships:** We will hold a biannual symposium on regulatory barriers in global health care in partnership with UT's federally funded Center for Global Business at the **McCombs School of Business** and with **Hemispheres, UT's global studies consortium** that includes the South Asia Institute, Middle Eastern Studies, the Center for European Studies, and the Center for Russian, Eastern European, and Eurasian Studies.

LLILAS Benson will work in partnership with UT's **Dell Medical School** to develop a global health program with partners in Mexico, with a Dell administrator traveling to Mexico to establish and deepen linkages and explore opportunities for establishing the program in year 1. In year 3 we will co-sponsor a global health conference in Mexico or Austin.

We will work with the **College of Engineering** to develop a Maymester course in Brazil on civil engineer project management, which will expose students to Portuguese, Brazilian culture, and business practices, equipping them to work in areas of national need related to Brazil. Funds support faculty travel to develop linkages and design curriculum.

LLILAS Benson will partner with the Strauss Center for International Security and Law at the UT **LBJ School of Public Affairs** (LBJ) on two initiatives. First, we will enhance LBJ's Policy Research Project (PRP), a graduate class where students work on a project for an international organization. In year 1 we will support student travel to Guadalajara, Mexico, to complete PRPs with partner organizations working on transnational migration, with the year 3 location to be determined. Second, we will design an annual symposium on Latin American security, working with faculty, alumni, policy makers, and business leaders.

**Expansion of LAS:** LLILAS Benson will hire 2 Spanish-proficient undergraduate LAS majors to serve as **student ambassadors**. During new student orientation, they will meet with incoming students (approx. 7,500 per year), especially those from Spanish-speaking families, to discuss LAS at UT in order to increase the number of majors, minors, and other students enrolling in LAS classes. Ambassadors will lead social media, classroom, and event outreach. With the **UT International Office**, we will prepare students from all disciplines for the global workforce by providing **annual trainings on how to live/work abroad**. We will cover three speakers' honoraria per year to infuse Latin American perspectives into this training.

#### **Absolute Priority 2 (AP2): Teacher Training**

LLILAS Benson will implement a robust array of teacher trainings and curriculum development independently and in partnership with Hemispheres.

**K-16 Teacher Training:** LLILAS Benson will conduct annual **Portuguese for Spanish**

**Speakers workshops for K-16 educators**, to broaden their language capabilities, expose them to Brazilian culture, and connect them to Portuguese resources at UT. We will conduct annual **K-12 teacher trainings on Latin American children's literature** based on the Benson's juvenile literature collection, targeting regional bilingual K-12 educators and pre-service bilingual teachers at the UT College of Education. ***This initiative also meets CPP 2.***

LLILAS Benson will hold its annual flagship **World Studies Summer Institute for K-12 educators** in partnership with Hemispheres and the Center for Global Business. Institutes will focus on world studies topics drawn from the Texas teaching standards, offering faculty-led content enrichment sessions and integration of concepts in the classroom. With Hemispheres, we will conduct 1-day **K-12 teacher training workshops** locally, at Texas Education Agency resource centers throughout Texas, and at state and national conferences.

We will co-sponsor the monthly **NRC Outreach Global Reads webinar series** for educators, featuring author recipients of NRC world area book awards (e.g., Américas Award), to discuss classroom use of the books. In year 2 LLILAS Benson and Hemispheres will host a **pre-conference workshop for NRC outreach staff** at the National Council on Social Studies (NCSS) conference in Austin on best practices in K-16, community college, and minority serving institution (MSI) outreach. Supporting **Texas teacher professional development**, we will fund a fellowship for participation in the University of Florida's Global Leader Teacher Institute in Costa Rica (year 2) and Mexico (year 4). We will design and distribute **promotional materials** to raise awareness of our services for educators and **expand our outreach library** from which K-16 teachers can borrow materials for classroom use.

**K-16 Curriculum Development:** In collaboration with two local school districts, the UT Department of Spanish and Portuguese (S&P), and COERLL, we will develop a 10-hour curriculum in year 1 for **Portuguese for High School AP Spanish** students, integrating open-access Portuguese for Spanish Speaker resources and disseminating it online via COERLL. We will teach it in two area high schools in years 2-4.

With Hemispheres, LLILAS Benson will select K-12 educators in minority-serving school districts for an annual **K-12 Curriculum Development Award** to create and pilot global studies curriculum units in alignment with state and national teaching standards. We will distribute completed units nationally.

We will co-sponsor the Consortium of Latin American Studies Programs (CLASP) **Américas Book Award**, which provides recommendations and resources on children's and young adult literature on Latin America and Latinos to teachers. We will also provide program support through the CLASP Outreach committee and develop and disseminate curriculum.

**Benson Digital Primary Sources Curriculum Project (also fulfills CPP2):** Using Benson archives, we will curate materials for pre-service students in UT's College of Education (COEd) Urban Teachers Social Studies program, which prepares teachers to work in schools with large English as a second language (ESL) populations. LLILAS Benson and COEd faculty and PhD students will guide pre-service teachers in **creating and piloting curriculum with Benson materials**. A **COEd PhD student supervisor** will oversee development and review curriculum material for accuracy. LLILAS Benson will develop a **website to host the curriculum resources**. Pre-service teachers will **present curriculum** at professional conferences and trainings (e.g., NCSS), disseminating the project to a larger audience.

## **CPP 1: Minority Serving Institution (MSI) and Community College Partnerships**

As an NRC, LLILAS Benson will deepen and expand partnerships with MSIs and community colleges, further infusing LAS content into the curriculum at each institution, promoting faculty research and course development, and expanding the number of students with a deep understanding of Latin America prepared to meet areas of critical national need.

**Austin Community College (ACC) Global Initiatives:** We will continue our partnership with ACC, the premier community college in Central Texas, educating over 40,000 students per year at 11 campuses. We will further the **ACC Global Human Rights Faculty Fellow Program**, conducting a monthly seminar where ACC faculty from a range of disciplines meet with UT faculty to discuss global human rights issues and integrate topics into curriculum. Faculty fellows also receive visiting scholar and library privileges at UT. With Hemispheres we will also support ACC's new **Global Studies program** through a **stipend for a Global Studies coordinator** to guide ACC faculty in expanding the number of courses in the program by adding global studies content and adapting courses to degree guidelines. We will support **ACC faculty professional development** by funding travel to conferences on LAS topics.

**Huston-Tillotson Global Studies Program:** We will deepen our partnership with Huston-Tillotson University (HT), an MSI and Historically Black University located in East Austin, deepening our support of the HT Global Studies program through LAS course development, faculty professional development, and public programming. HT faculty teach 4 courses per semester. To support their development of new courses, we will fund **1 course buyout per year for an HT faculty member to prepare a new LAS course** or incorporate a minimum of 30% LAS content into a current course. We will pay for 1 adjunct faculty to teach the course being bought out, and a stipend to the faculty member selected for the buyout. We will

purchase **textbook sets for the Introduction to Global Studies and other LAS courses** to increase participation in LAS classes and enrollment in the Global Studies major.

LLILAS Benson will bolster **HT faculty professional development** in three ways: (1) Support annual **faculty travel to Latin America** to deepen knowledge of the region, cultivate linkages, and position HT to sustain its Global Studies program. (2) Support annual **faculty travel to professional conferences** on global/LAS topics. (3) With Hemispheres, support a 2-day **annual curriculum development retreat** for HT Global Studies faculty to review the major/course curriculum to ensure quality and sustainability of the program. LLILAS Benson will also bring UT scholars and regional experts to speak at HT **outreach events**, such as the annual African Diaspora Film Festival and Building Green Justice Student Conference.

**University of Texas Rio Grande Valley (UTRGV) Partnership:** We will enter a partnership with UTRGV, an MSI public university located in the South Texas Rio Grande Valley along the Mexican border, educating over 27,000 students a year. First, with UT's South Asia Institute, we will co-host a **workshop on Latin American and Asian Feminist Dialogue** to connect LAS and Asian Studies scholars from UT, UTRGV, and elsewhere to deepen understanding of the intersections of gender, sexuality, race, and class in Latin America and Asia. Second, LLILAS Benson will host **annual UTRGV undergraduate visits** to UT to connect students to LAS resources, programming, and graduate studies.

**University of Texas El Paso (UTEP) Transnational Migration Studies:** We will enter a partnership with UTEP, an MSI public university educating nearly 24,000 students annually, located in El Paso, Texas, directly across from Ciudad Juarez, Mexico. LLILAS Benson and UTEP will develop a **faculty seminar on transnational migration**, uniting UT and UTEP faculty to focus on large-scale migratory flows out of Central America and Mexico. The



seminar will include key Central American and Mexican experts, with each participant developing a research plan and teaching modules. We will support **UTEP faculty travel to Mexico and Central America** to develop linkages and conduct research.

**University of Texas San Antonio (UTSA):** We will formalize a partnership with UTSA, an MSI public university located in San Antonio, Texas' 2nd largest city, educating nearly 31,000 students annually. We will host day-long campus visits to UT for **UTSA Mellon Humanities Pathways fellows**, a program that prepares students from underrepresented backgrounds for doctoral study in the humanities. Visits will include talks by LLILAS Benson, Blanton Museum of Art, and UT admissions staff.

**Other MSI and Community College Initiatives:** In partnership with Middle Georgia State University, we will conduct a 1-day workshop for up to 50 faculty from the **Nine University and College International Studies Consortium of Georgia** in years 1-3. LLILAS Benson faculty and librarians will present on LAS themes and train Georgia faculty to incorporate our digital resources into their curriculum. We will provide annual travel stipends to 3 **visiting scholars from MSIs and community colleges** across the U.S. to conduct research at the Benson to strengthen institutional linkages, build LAS expertise of MSI and community college faculty, and increase LAS content in curriculum nationally. We will partner with UTRGV and UTEP to bring **traveling exhibits from the Benson** to their campuses. LLILAS Benson will curate and prepare the exhibits during the first two years of the grant, traveling to the sites in years 3-4 to present digital scholarship workshops on the exhibits.

## **CPP 2: College of Education (COEd) and Teacher Preparation Partnerships**

We will deepen our partnership with the UT COEd and expand work with other teacher training programs at UT. We will help UT COEd incorporate the **Race and Diversity in Latin**

**America workshop** into Applied Learning and Development (ALD) 327 Sociocultural Foundations of Learning, a course on race and ethnicity in the U.S. required for education undergraduates and reaching some 250 students annually. The workshop will be presented in 10 ALD 327 sections each year, including bilingual sections taught in Spanish.

With Hemispheres and the UT COEd Literacy and Language program, we will hold a 2-day **Critical Literacy and International Summer Institute** for elementary in-service/pre-service teachers of multilingual students across Texas to engage with international texts and incorporate them into their classrooms. Graduate students from the COEd Teacher Mentoring, School Leadership, and Professional Development program will lead the institutes. *Also fulfills AP2.*

With Hemispheres, UTeach Liberal Arts, and UT's premier humanities collection and museum, the Harry Ransom Center (HRC), we will conduct **UTeach Summer Workshop Series, Global Teaching with the Archives** for secondary teachers, on use of international literary archives to illuminate the people and places of Latin America and other world regions. The workshop will target mentor teachers who supervise student teachers. *Also fulfills AP2.*

**A.2 Timeline of Activities:** LLILAS Benson initiatives are streamlined, action oriented, and achievable in the timeframe of the project, building upon the success of our current NRC grant. Much advance work has been completed to solidify partnerships and collaboratively plan initiatives. A detailed timeline of activities by year is located in Table A.1 below.

**Table A.1. LLILAS Benson NRC Initiative Timeline, 2018-2022**

<b>AP1: Diverse Perspectives and National Need (32% of budgeted initiatives)</b>				
<b>Initiative</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>
<b>LCTLs – Online Curriculum Development</b>				
K'iche', Nahuatl & Quechua curriculum development	✓	✓	✓	✓
Portuguese E-textbook development	✓	✓	✓	✓
Online curriculum dissemination	✓	✓	✓	✓
<b>LCTLs – Programming &amp; Acquisitions</b>				
Portuguese simultaneous translation	✓	✓	✓	✓
Benson LCTL acquisitions	✓	✓	✓	✓
<b>Professional School Partnerships</b>				
McCombs School of Business symposium on global health		✓		✓

Dell Medical School Global Health program	✓		✓	
College of Engineering Brazil study abroad program development	✓			
LBJ School of Public Affairs Latin American PRP	✓		✓	
LBJ School of Public Affairs Latin American security symposium	✓	✓	✓	✓
<b>Expansion of LAS</b>				
LLILAS Benson student ambassadors	✓	✓	✓	✓
International Office professional training	✓	✓	✓	✓
<b>AP2: Teacher Training (21% of budgeted initiatives)</b>				
<b>K-16 Teacher Training</b>				
Portuguese for Spanish speakers workshop	✓	✓	✓	✓
Latin American Children's Literature Workshop	✓	✓	✓	✓
Hemispheres World Studies Summer Institute	✓	✓	✓	✓
Regional teacher workshops	✓	✓	✓	✓
NRC Outreach Global Reads webinar series	✓	✓	✓	✓
NCSS pre-conference for NRC outreach staff		✓		
Texas teacher professional development travel		✓		✓
K-12 promotional program	✓	✓	✓	✓
Outreach library development	✓	✓	✓	✓
<b>K-16 Curriculum Development</b>				
Portuguese for high school Spanish curriculum development	✓	✓	✓	✓
K-12 curriculum development award	✓	✓	✓	✓
Américas Book Award co-sponsorship	✓	✓	✓	✓
<b>Benson Digital Primary Sources Curriculum Project (also CPP2)</b>	✓	✓	✓	✓
<b>CPP1: MSI &amp; Community College Partnerships (41% of budgeted initiatives)</b>				
<b>Austin Community College Global Initiatives</b>				
Global human rights faculty fellows program	✓	✓	✓	✓
Global Studies academic coordinator stipend	✓	✓	✓	✓
Faculty professional development stipend		✓	✓	✓
<b>Huston-Tillotson Global Studies Program</b>				
Faculty course buyout for curriculum development		✓	✓	✓
Latin American textbooks		✓	✓	✓
Faculty international travel & professional development stipends	✓	✓	✓	✓
Curriculum development retreat	✓	✓	✓	✓
Outreach events	✓	✓	✓	✓
<b>University of Texas Rio Grande Valley Partnership</b>				
Third world feminisms symposium		✓		
LAS student fellows	✓	✓	✓	✓
<b>Univ. of Texas El Paso Transnational Migration Studies</b>				
Faculty seminar		✓		✓
Faculty international travel stipend	✓		✓	
<b>University of Texas San Antonio Partnership</b>				
UTSA Mellon visiting fellows	✓	✓		
<b>Other MSI &amp; Community College Initiatives</b>				
Georgia MSI consortium	✓	✓	✓	
MSI & community college visiting scholars	✓	✓	✓	✓
Benson traveling exhibitions		✓	✓	✓
<b>CPP2: College of Education &amp; Teacher Preparation Partnerships (6% of budgeted initiatives)</b>				
UT COEd race and diversity in Latin America pre-service course	✓	✓	✓	✓
UT COEd literacy summer institute (also AP2)	✓	✓	✓	✓
UTeach summer workshop: global teaching w/ archives (also AP2)	✓	✓	✓	✓

**A.3 Cost Effectiveness:** LLILAS Benson proposes an average of \$248,269 per year in NRC direct costs for the 2018-2022 project period. ***Please see the Budget Narrative Attachment for detailed costs.*** Our NRC activities are collaborative in nature, yielding significant cost savings and reaching larger, more diverse populations through the integration of LAS into other disciplines and institutions; 100% of our initiatives fulfill APs and CPPs (Table A.1). Our budget contains minimal direct support cost, with staff budgeted to the grant limited to: 1 Financial Manager (10%); 1 Publications Designer (10%); 1 Outreach Coordinator (50%); and 1 COERLL Program Coordinator (25%). We budgeted 50% of salary and fringe benefits for GRAs to assist with program coordination, outreach, digital primary resources, and indigenous languages. A 2% merit increase is budgeted per year. NRC travel expenses include domestic travel for traveling exhibitions and outreach travel to conduct teacher trainings. International travel includes one faculty/staff trip per year to Latin America for LCTL online curriculum development, and Benson librarian travel to Latin America for acquisitions. Additional program implementation costs include limited supplies for NRC activities and a portion of the cost for telephones, technology, copying, printing, postage and shipping.

**A.4 Long-term Impact:** Building upon our institutional excellence and the success of our NRC programs of the past four years, the proposed LLILAS Benson initiatives will achieve significant long-term impact regionally, nationally, and globally in 3 crucial ways.

First, NRC funds further position UT to develop a pipeline of students and professionals with advanced language proficiency and a deep knowledge of Latin America, poised to serve in professions that meet crucial national needs in government, business, nonprofits, and education in the U.S. and abroad. We will achieve this through vibrant partnerships with community colleges and MSIs, outreach and teacher training programs, and

close collaboration with UT professional schools and the UT COEd, collectively infusing LAS content and Benson resources into curriculum from kindergarten through college.

Second, NRC funds will enable us to further serve as leaders in instruction and curriculum development of Latin American LCTLs, through the ongoing development of open-access curriculum in K'iche', Nahuatl, Quechua, and Portuguese. These efforts build upon our three-pronged Indigenous Language Initiative (section D), focused on the instruction, archiving, and research of Latin American indigenous languages, creating global resources that develop experts in priority languages who meet crucial national needs, from service in the Peace Corps to leadership in international business, the energy sector, and beyond.

Finally, LLILAS Benson will elevate the field of LAS by growing the number of students majoring, minoring, and enrolling in LAS classes. We will support the research of our faculty and librarians, who serve as pioneers in the field. We will engage public and private foundations with our mission and attract additional funding for national and global resources. Ultimately, we will deepen our linkages with institutions in Latin America, training students, building collections, and disseminating research to educate the world about Latin America.

## **B. Quality of Staff Resources**

### **B.1.a. Qualifications of Teaching Faculty and Professional Staff Members: LLILAS**

Benson Director Dr. Virginia Garrard (CV, p. A9) is a professor of History and Religious Studies and chair in Western Hemisphere Studies. Appointed in 2016, she reports to the Dean of the College of Liberal Arts (COLA) and informally to the Vice Provost and Director of the UT Libraries (UTL), devoting 90% of her time to LLILAS Benson. She was president of the Guatemala Scholars Network (2006–18), sits on the editorial board of 2 peer-reviewed journals, and is co-author of the textbook *Latin America in the Modern World* (Oxford, 2018).

Dr. Garrard guides LLILAS Benson with 5 Leadership Team members. Director of Student Programs Dr. Christen Smith spends 35% of her time overseeing the LAS degree programs and as faculty graduate adviser. She is an associate professor, jointly appointed with Anthropology and African and African Diaspora Studies (CV, p. A74). Director of Public Programs Dr. Javier Auyero is professor of Sociology and devotes 35% of his time to LLILAS Benson, overseeing scholarly programs and outreach; he holds the Lozano Long endowed chair (CV, p. A10). Director of the Benson Collection Melissa Guy provides oversight of the Benson and serves as the incoming president of the Seminar on the Acquisition of Latin American Library Materials (SALALM) (CV, p. A91). Assistant Director of Constituent Relations Jessica Diaz leads the LLILAS Benson development program (CV, p. A88), and Executive Director Heather Gatlin directs human resources, financial operations, communications, strategic planning, and organizational development (CV, p. A90). Other faculty members who play formal roles include: Dr. Pilar Zazueta, LLILAS lecturer, faculty undergraduate adviser and undergraduate program coordinator (CV, p. A85); Dr. Sonia Roncador, associate professor of Spanish and Portuguese (S&P), chair of the Brazil Center (CV, p. A69); Dr. Ricardo Ainslie, professor of Educational Psychology, chair of the Mexico Center (CV, p. A11); and Dr. Nora England, professor of Linguistics, a MacArthur fellow holding the Dallas TACA Centennial Professorship in Humanities, chair of the Center for Indigenous Languages of Latin America (CILLA) (CV, p. A31). Dr. Sergio Romero, associate professor jointly appointed with LLILAS and S&P, directs the Latin American indigenous language program (LAL) (CV, p. A68), supervising indigenous language instruction and curriculum development.

LLILAS Benson has 36 non-faculty staff members working in student programs, the Benson Collection, public programs, development, and administration, 4 of whom are funded

by Mellon Foundation, Council on Library Resources, and NSF grants. All staff members have a minimum of a BA; 69% hold an MA or higher. Many bring significant experience coordinating programs in an academic setting and all bring a deep commitment to LAS.

*Appendix A contains profiles of staff who will work on NRC and FLAS programs.*

**B.1.b. Professional Development Opportunities for Faculty and Staff:** UT provides ample domestic and international professional development opportunities for faculty, who apply for paid research leave through the Office of Graduate Studies' Faculty Development Program. Competitive research fellowships through COLA provide paid faculty leave through the departments. Instructional Technology Services (ITS) enhances teaching through new technology and training. LLILAS Benson administers annual competitive, endowment-funded research awards for affiliated faculty, including: the Faculty Research Leave program, which pays for 1 semester leave for 1 faculty member; \$34,000 in Mellon Summer Research Awards; and \$16,000 to present research at the Latin American Studies Association (LASA) Congress. Faculty providing administrative service to LLILAS Benson (see B.1.a.) receive \$62,000 annually in research support through endowed chairs and research funds. Seven faculty serve as LLILAS shared faculty (Table F.2), with joint appointments in LLILAS and other COLA departments; all of them receive mentors for the promotion and tenure process.

For staff professional development, UT offers classes and courses in job-related skills and management through Human Resource Services, the Professional Development Center, and ITS. LLILAS Benson pays for staff memberships in professional associations and committed \$25,500 to staff professional development in 2017-2018 (\$18,000 recurring funds; \$7,500 supplement) for staff to attend conferences and trainings crucial to the field, domestically or abroad, including: SALALM, the Society of American Archivists, LASA,

American Research Library Symposiums, the Brazilian Studies Association, Caribbean Studies Association, Digital Libraries Federation, and the Joint Council of Librarians of Color.

**B.1.c. Teaching, Supervision, and Advising of Students:** Our 156 affiliated faculty participate extensively in the teaching, supervision, and advising of undergraduate and graduate students. They teach an average of 97 LAS courses each semester and each holds a minimum of 3 office hours per week. They serve as directors, second readers, and committee members on theses and dissertations and sit on doctoral exam committees. Faculty offer guided conference courses on specialized topics, train and oversee undergraduate assistants, GRAs, and teaching assistants (TAs), lead research workshops, and lead study abroad courses.

LLILAS Benson demonstrates a strong commitment to advising through the work of the Director of Student Programs, Graduate Program Coordinator, Undergraduate Faculty Adviser, and Undergraduate Adviser (section B.1.a). The Director of Student Programs holds 8–10 office hours a week, and the Undergraduate Faculty Adviser holds 5 office hours a week, increasing to 15 hours a week during registration. The Graduate Program Coordinator, Carla Silva-Muhammad (CV, p. A95), spends 20 hours per week advising graduate students and will serve as the FLAS Coordinator. The Undergraduate Academic Adviser, Dr. Cynthia Gladstone (CV, p. A90), holds office hours at LLILAS Benson 2 days per week.

**B.2. Staffing and Oversight Arrangements:** The Leadership Team provides organizational oversight (section B.1.a), setting strategic priorities and guiding staff and programs. The LLILAS Benson Executive Committee (EC) is comprised of 11 elected faculty members, 5 ex-officio members, and 1 student. The EC allows for broad faculty representation from a cross-section of COLA departments and from other colleges and professional schools, with 6 members from COLA and 5 from other UT colleges/professional schools.



The LLILAS Benson Director is at the forefront of strategic planning and operations for COLA and UTL. She meets monthly with the COLA Dean, College Affairs, and the COLA International and Area Studies Committee, which ensures cross-regional coordination. The Director meets monthly with the Vice Provost/Director of UTL and is a member of the UTL Vice Provost's Cabinet, the strategic decision-making body for UTL. The Director, COLA Dean, and UTL Vice Provost/Director meet together once per semester and with the Provost once a year. The Benson Director is a member of the UTL Leadership Council, and numerous LLILAS Benson staff participate in COLA and UTL committees and working groups. Our Executive Director holds monthly staff meetings, focusing on partnership-wide strategic and operational initiatives. For all grant-funded projects, LLILAS Benson holds monthly programmatic planning meetings, and staff responsible for grant implementation review financial information with the Financial Analyst on a monthly basis.

**Outreach Staffing and Oversight:** LLILAS Benson public programs are led by the Director of Public Programs (section B.1.a.) and implemented by multiple staff members. Outreach Coordinator Lindsey Engelman (CV, p. A89) spends 100% of her time on outreach with K-16 educators, nonprofit organizations, arts and culture organizations, MSIs, community colleges, and on-campus partners such as the COEd and Hemispheres. Scholarly Programs Director Paloma Díaz (CV, p. A88) coordinates annual scholarly conferences, book talks, and lectures. A committee of Benson Librarians coordinates onsite and traveling public exhibitions of Benson materials. LLILAS Benson engages the business sector through our Advisory Council, a 24-person fundraising board of leaders in business, communications, education, nonprofit, and government sectors. Our 2-person communications team develops publication materials and generates publicity for programs, headed by trilingual communications expert Susanna

Sharpe (CV, p. A96), and Publications Designer Jennifer Mailloux (CV, p. A92).

**B.3. Nondiscriminatory Employment Practices:** We are committed to hiring members of underrepresented groups in accordance with UT’s nondiscrimination policy, which “provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination, including harassment, on the basis of race, color, religion, national origin, gender, including sexual harassment, age, disability, citizenship, and veteran status. . . . [T]his policy also prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression. This policy applies to visitors, applicants for admission to or employment with the University, and students and employees of the University who allege discrimination by University employees, students, visitors, or contractors” (UT Handbook of Operating Procedures, 3-3020).

LLILAS Benson highly values diversity and makes an effort with each recruitment to advertise opportunities to a diverse audience. We strive to form a workplace that is reflective and representative of our students and the region in which we work. Of the 8 faculty administrators and 36 staff: 30 are women (68%), 14 are men (32%); 20 are Latina/o (45%), 19 White (43%), and 4 Black (9%). Of our 7 shared faculty and 2 lecturers, 4 are women (44%), 5 are men (56%), 6 are Latina/o (67%), 2 are Black (22%), 1 is indigenous (11%).

## **C. Impact and Evaluation**

**C.1. Impact on University, Community, Region, and Nation:** As one of the most expansive LAS programs at one of the largest universities in the nation, we teach LAS and languages to thousands of students annually. Undergraduate and graduate enrollment in 2016-17—a year typical of the last four—was 3,369 in LAS courses and 4,416 in Spanish, Portuguese, and K’iche’, including 1,667 in advanced language levels (section G.2.a). In addition to 340

graduates with LAS-related degrees, last year an additional 416 students graduated with significant coursework in LAS and Latin American languages (Table C.1).

**Table C.1. 2016-17 UT Graduates with LAS-related degrees**

Degree	BA	MA	PhD	Total
LAS-related degrees	293	31	16	340
Other degrees w/15+ hours LAS coursework	386	7	23	416

LLILAS Benson’s **scholarly and outreach programs** (section I) have major impact campus-wide and beyond. Last year alone, we led 299 programs, engaging a record 29,875 participants. These highly collaborative activities involved 152 partner organizations (51 UT, 22 other universities, 5 MSIs, 4 community colleges, 22 private/public sector organizations, 48 international institutions), and produced 52 new instructional materials.

Our faculty exert international influence on LAS and Latin American affairs. Two are MacArthur “genius” awardees (England, Stuart); 2 are fellows of the American Association for the Advancement of Science (Luzzadder-Beach, Beach); 1 received the 2014 White House Champions of Change Award (Urrieta); 1 won Best Book in Latin American History from the American Historical Association (Twinam); and 1 received the 2013 Moors Cabot Award for outstanding reporting on Latin America (DeCesare). Our faculty regularly provide expertise in the media (section I.1.c) and are leaders in the creation of language learning tools with great national reach (section G.4.b). ***Additional faculty achievements are listed in Appendix A.***

**C.2. National Needs and Dissemination to the Public:** LLILAS Benson has collected longitudinal placement data on 1,117 LAS alumni, with data demonstrating our success in training students who widely meet areas of national need domestically and abroad. The majority (37%) of our graduates establish careers in the private sector, many in leadership positions at firms as diverse as the National Petroleum Refiners Association, Foreign Broadcast Information Service, Goldman Sachs, and Samsung Electronics America; 14% work in the

nonprofit sector, many internationally for organizations including the Inter-American Foundation, the United Nations, and the World Bank; 26% work in academia as deans, university professors, and librarians at universities in the U.S. and abroad; 13% serve in government for the U.S. Department of State, the Central Intelligence Agency, and the Centers for Disease Control, among others. The remainder work in K-12 education or are pursuing graduate studies. A survey of recent graduates found that 100% use knowledge and skills from their LAS training in their current jobs on a regular basis, including critical thinking (93%), working with people from diverse backgrounds (93%), and language skills (79%).

LLILAS Benson serves as a bridge that connects academia, the public, and the government, private and nonprofit sectors with Latin America. Our online LCTL programs have tremendous impact, reaching millions of learners annually, with our K'iche' online curriculum reaching 13,809 in its first year, proving especially useful for the Peace Corps, whose volunteers use it to better integrate linguistically and culturally in K'iche' regions of Guatemala. Language trainers at the Peace Corps have told us that our K'iche' and upcoming Quechua online materials meet a critical need for high-quality, freely available LCTL resources. To extend the reach and impact of our programs, we collaborate with dozens of school districts, K-12 teacher prep programs, MSIs, and community colleges to infuse LAS and LCTL content into curriculum (section I). Our digital scholarship initiatives bring digital resources into K-16 classrooms, introducing educators and students to vulnerable primary resources, and equipping educators with valuable pedagogical tools. Our vast open-source digital holdings received over 1.3 million page views last year (section E).

**C.3. Provision for Equal Access:** UT is committed to providing equal access and treatment for students who are members of traditionally underrepresented groups, including racial and

ethnic minority groups, women, persons with disabilities, and the elderly, in compliance with Section 427 of the General Education Provisions Act (GEPA). ***Please see the GEPA attachment for an in-depth description of our compliance with GEPA***, including admissions data and a description of UT's Division of Diversity and Community Engagement. LLILAS Benson promotes equal access for and treatment of students and project participants who are members of traditionally underrepresented groups, targeting our efforts to diverse audiences and making accommodations for participants with varying needs. Our efforts are visible through our student programs. As of May 2018, 68% of our LAS graduate students are women, and 90% are from underrepresented groups. Our incoming graduate cohort is also diverse; 55% female, 45% from underrepresented groups, and 27% international students. Of our undergraduate majors, 72% are female and 74% are from underrepresented groups.

**C.4. Evaluation Plan:** LLILAS Benson's evaluation plan for NRC activities utilizes a mixed methods approach, including quantitative performance measure tracking, surveys, qualitative interviews, and/or focus groups to gauge the efficacy and replicability of programs. Our Grants Coordinator Megan Scarborough (CV p. A94) supervises data collection and reporting with support from an administrative GRA (Appendix A, p. 98). Dr. Jessica Hartos, University of North Texas Health Science Center, is the external evaluator for our NRC and FLAS programs. An expert in program evaluation and statistical analysis for outcomes in higher education, she will design surveys, focus group protocols, and data collection tools, and provide data analysis for reporting. ***Please see Appendix C, Performance Measure Form, for our detailed evaluation plan for 2018-22***, which measures 3 key goals: (1) increasing collaborative activities focused on language and area studies; (2) increasing opportunities for teacher training

in K-16 foreign language and area studies; and (3) increasing opportunities for student training in foreign language, area, and international studies in higher education.

LLILAS Benson uses evaluation to transform and improve our programs. In 2018, we concluded an intensive strategic planning process, setting the course for Latin American studies and collections at UT through 2022. In April 2014, we underwent a thorough external review of our graduate programs, leading to the transformation of our PhD program. As part of a UT-wide accreditation process, we track learning outcomes for degree programs and document improvement strategies. We also conduct regular program evaluation through: student, staff, faculty, and participant surveys; analyses of student and public program data; annual budgetary planning; exit interviews with graduating students; and student forums.

Grounded in a continuous improvement framework, we share evaluation findings with faculty, staff, and the EC to raise awareness of best practices, identify areas for improvement, and elevate LAS at UT. For example, through evaluation we detected declining enrollments in Portuguese courses, in line with findings of a study by the Modern Language Association showing declining foreign language enrollments nationwide. In response, in April 2018 LLILAS Benson led an institution-wide effort to apply for a Dept. of Defense grant to establish a Portuguese Flagship program at UT, securing \$250,000 of institutional funds to supplement the 2-year, \$437,000 proposal. If funded, the program will increase the number of students who reach advanced Portuguese proficiency. Evaluation findings also helped identify that 25% of the 900 UT International Relations and Global Studies (IRG) majors elect the Latin America track, but few double major in LAS. This prompted a collaborative effort with IRG to establish a double major, to begin in fall 2020.

**C.5. Placement Record in Areas of National Need:** LLILAS Benson demonstrates a high level of success in placing graduates in areas of national need (section C.2). Evaluation results have enhanced our career placement strategies. Qualitative findings from our annual graduate career placement survey and surveys from student professional development trainings spurred us to establish a new mentorship initiative. The program pairs students and recent graduates with alumni and professional mentors for one-on-one mentoring to build professional networks, develop skills for executive-level leadership, and provide direction on career development. Moving forward, LLILAS Benson will include all FLAS recipients in career development and professional mentor programs.

**C.6. FLAS Contribution to Improved Supply of Specialists:** Each year UT LAS graduates contribute to a growing supply of specialists poised to address national needs through their language and area studies expertise (section C.2). Even in the absence of current FLAS funds, LLILAS Benson continues to facilitate advanced language study of LCTLs across disciplines (section G). In addition to UT's course offerings in advanced Portuguese, we sponsor an intensive language institute in Salvador, Bahia, offer exchange programs with 4 Brazilian universities, and support independent study in Brazil. In the last 2 years, UT has supported 3 doctoral students of Anthropology, History, and S&P to study advanced Quechua in Peru, Bolivia, and at an intensive University of Michigan institute.

Our FLAS cohort from 2010-14 offers insight about the range of students we will engage in this round. Academic Year fellows were comprised of 45% PhD students, 34% MAs, and 21% undergraduates. All studied Portuguese except 2, who studied indigenous languages; half were LAS degree seekers, the other half from departments across the university. Of the 2010-14 summer FLAS awards, 13 were PhD students, 2 MAs, and 1 undergraduate—all from

non-LAS fields of study. FLAS summer session recipients took advantage of UT faculty expertise and linkages abroad to study LCTLs through supervised independent study or in programs abroad, studying Buglere, Haitian Creole, Kaqchikel, Quechua, and K'iche'. Language competency enhanced FLAS awardees' competitiveness in the job market, with longitudinal placement data showing students excelling in academia and finding placements in areas of national need post-graduation. The majority have careers in the private sector (38%), among them a senior consultant at Deloitte, and in higher education (24%) as professors at Miami University, Spelman College, Middlebury College, and Rice University. Moving forward, we will increase support of FLAS awardee job placement via our extensive alumni network and international linkages with government, NGO, and private-sector organizations.

**C.7. FLAS Impact on National Needs:** FLAS fellowships granted by LLILAS Benson from 2010-14 continue to meet compelling national need, especially in areas of trade, environmental policy, diplomacy, and humanitarian concern (section C.6). Federal agency heads identify Portuguese and Quechua as priority languages, and Central and South America and the Caribbean as priority world regions. The U.S. Departments of Commerce, Defense, Energy, Health and Human Services, Homeland Security, and Transportation all place special emphasis on Portuguese and Brazil. Latin America is the largest regional trade partner of the U.S.; therefore, language and area expertise play a crucial role in building and maintaining economic relations. FLAS fellowships devoted to language study, and the intensive field experience that follows, train our students as diplomats and emissaries.

#### **D. Commitment to Subject Area**

UT's commitment to LAS has grown in breadth and depth since its founding in 1883, with the creation of the Latin American Library in 1921—now the world-renowned Nettie Lee Benson



Latin American Collection (section E)—and the establishment of the Institute of Latin American Studies in 1940. In 2001, the receipt of a major financial gift changed the institute's name to the Teresa Lozano Long Institute of Latin American Studies (LLILAS). In 2011, LLILAS and the Benson Collection entered into a formal partnership, joining Latin American research and teaching with the acquisition and stewardship of scholarly resources. The partnership, now known as LLILAS Benson Latin American Studies and Collections, has significantly raised the profile of LAS on campus and empowered UT to serve as a leader in globalized higher education, forging new bonds between scholarship, teaching, and collections.

**Students** are the heart of our mission at LLILAS Benson. We award over \$846,000 in competitive fellowships and research funds annually to BA, MA, and PhD students studying Latin America (Table D.1), prioritizing academic excellence and demonstrated financial need. Our resources continue to grow, with \$1.3 million in endowment resources received in the 2017-18 academic year for student support.

**Teaching and research** are the foundation for excellence of LAS at UT. LLILAS Benson has 156 affiliated faculty working in 12 colleges and schools, in 41 departments across campus, offering expertise in Latin America in the full range of disciplinary perspectives, from Architecture to Geosciences (section F.3; Appendix A & B). Since 2011, LLILAS Benson has hired 7 tenure-track faculty members and one full-time lecturer (section F.3; Table F.2) to meet strategic LAS curriculum needs. Every year, LLILAS Benson hosts distinguished visiting professors from Latin America funded by an endowment from the Tinker Foundation and through a partnership with the Fulbright Commission in Brazil. We invest significant resources into scholarship and research, funding over \$190,000 in faculty research, providing \$68,000 in endowed chairs, and implementing over \$140,000 of scholarly programs each year, including

lectures, conferences, and workshops (section I). LLILAS Benson will host the 2019 SALALM conference and the 2020 conference for the Brazilian Studies Association. We invest over \$13,500 of institutional funds annually in a vibrant outreach program, enhanced by \$201,000 of NRC funding annually from 2014-18 (section I). **The Benson Collection** is the bedrock upon which LAS is built at UT. This world-class collection (section E) is the premier library of its kind in the world. The Benson attracts top-tier faculty, students, and scholars from across the globe who research subjects ranging from humanities to human rights, medicine, and law.

UT's commitment to LAS shines through our **indigenous language initiative**, centered around on-campus instruction of Latin American indigenous languages (section G) and the development of online open-access curriculum (sections A & G). The other pillars of our initiative include: the Archive of the Indigenous Languages of Latin America (AILLA), a digital repository with materials on 379 indigenous languages from 21 countries (Table E.1); and the Center for Indigenous Languages of Latin America (CILLA), conducting linguistic research on indigenous languages of Latin America and hosting a biennial conference.

LLILAS Benson continues to **grow its resources** for LAS through a development office devoted to alumni relations, annual giving, grants, and major gifts. Our current campaign aims to raise an additional \$3.6 million for student fellowships and faculty research support, and \$10 million for the Benson in honor of its 2021 centennial. Since 2011, we have raised \$6.4 million in endowments, primarily for student support. We have attracted significant grant resources, with \$3.3 million awarded since 2014 to support research, scholarship, and teaching through entities such as the Dept. of Education, NSF, NEH, Mellon Foundation, Council on Library and Information Resources, British Libraries, and Inter-American Foundation.

Our **international partnerships and linkages** are strong, exemplifying a commitment to bilateral engagement in Latin America. UT Brazilianist faculty are concluding 5 years and \$700,000 worth of collaborative research projects funded by UT and higher education entities in Brazil. We recently renewed a 5-year Visiting Professorship with Fulbright Brazil, bringing one visiting professor annually to UT to teach on social inequalities and policy. UT facilitates similar activities with Mexico, exemplified by the Matías Romero agreement, signed by the UT Chancellor and the Mexican Secretary of Foreign Affairs in 2016, annually funding 10 Mexican scholars to conduct collaborative research with UT faculty. The UT International Office maintains 21 exchange agreements with Latin American institutions of higher education, facilitating faculty and student exchange. UT operates an interdisciplinary campus presence in Monterrey, Mexico, and opened a new office in Mexico City in 2017, situated at the Universidad Nacional Autónoma de México, to develop partnerships in STEM fields. UT operates Casa Herrera in Antigua, Guatemala, devoted to Maya studies. LLILAS Benson works directly with partner organizations to digitize endangered archives and make them available globally (section E). From 2014-17, LLILAS Benson engaged 19,406 students, faculty, and members of the public through 302 activities with international partners, including institutions such as the Brazilian Ministry of Industrial Development, Fulbright Chile, the Embassy of Argentina, Mexican Consulate of Austin, the World Bank, and the United Nations.

The centerpiece of UT's commitment to LAS is budgetary, with an annual institutional commitment from LLILAS Benson alone of over \$4.1 million (Table D.1). UT's commitment does not end with LLILAS Benson; with 156 Latin Americanist faculty across campus, the university commits nearly \$15 million annually in faculty salaries and benefits.

**Table D.1. LLILAS Benson institutional commitment, 2017–2018\***

LLILAS		Benson	
Salaries & Wages	\$816,790	Salaries & Wages	\$1,143,919
Student Funding	\$846,140	Collection Development	\$416,492
Scholarly Programs	\$412,215	Digital Initiatives	\$33,000
Faculty Funding	\$193,598	Exhibitions	\$14,000
Professional Development	\$8,500	Professional Development	\$10,000
Outreach	\$8,558	Outreach	\$5,000
Development	\$30,076	Development	\$1,875
Indigenous Languages Initiative	\$83,913	Facilities	\$11,300
Collaborative Funds	\$20,000	Collaborative Funds	\$20,000
Maintenance & Operations	\$37,391		
<b>TOTAL</b>	<b>\$2,457,181</b>	<b>TOTAL</b>	<b>\$1,655,586</b>
<b>LLILAS Benson total budget: \$4,112,767</b>			

\* Numbers represent recurring endowment and state resources.

## E. Strength of the Library

**E.1.a. Strength of LAS Holdings, Acquisition Support, and Staff:** The Nettie Lee Benson Latin American Collection, a unit of the UT Libraries (UTL), is a specialized research library focusing on materials from and about Latin America and Latinos/as in the U.S. It is the second-largest collection of its kind in the U.S. after the Library of Congress, with physical holdings of over 1 million books, periodicals, pamphlets, and microforms; 4,000 linear feet of manuscripts; 19,000 maps; 11,500 broadsides; 93,500 photographs; and 50,000 items in a variety of other media (recordings, drawings, video tapes, and cassettes). The book collection represents 10% of all volumes at UTL, the 12th-largest academic library in the U.S. In 2016–17 the Benson circulated 59,446 volumes, welcomed over 45,000 guests from across the globe, and offered 109 instructional sessions to 1,592 people. The Benson contains important holdings for all countries of Latin America, with concentrations on Mexico, Brazil, Central America, Peru, and the Southern Cone, with acquisition travel in Latin America crucial to keeping the Benson engaged in the region. The Benson has an annual budget of \$1,655,586 (Table D.1).

The Benson's Special Collection is visited by scholars from around the world and has extensive holdings of rare materials, from the first books published in the Americas to the

personal libraries and papers of key figures in contemporary Latin American history, such as the archive of Nicaraguan poet, priest, and politician Ernesto Cardenal. In 2015, in partnership with Black Studies and UTL, LLILAS Benson established the Black Diaspora Archive—the first in the nation—with a mission to collect works in varied formats related to the people and communities in the Americas with a shared ancestral connection to Africa.

The Benson maintains one of the largest and growing collections of digital assets in the world (Table E.1), encompassing over 17.5 million pages of digitized archival records, 115,000 media files, and nearly 200 million web-archived files, residing on open-source platforms. Digital initiatives are one of our greatest areas of growth and opportunity. Our digital scholarship program aims to transform student, faculty, and community engagement with Benson digital collections and includes a speaker series, curriculum redesigns, workshops, traveling exhibitions, internships, and scholarships. The Benson is an innovator in digital acquisition and preservation of materials. The Mellon Foundation funded a \$700,000 2.5-year grant in 2017 to pioneer a post-custodial archiving praxis in which we collaborate with partner institutions in Latin America (currently Guatemala, Mexico, Brazil, and Colombia) to digitize fragile, unique materials, making them available through open online access. Original documents are kept at the home institutions to preserve cultural patrimony.

**Table E.1. LLILAS Benson digital collections**

Digital Collection	Description
<b>Archivo Histórico de la Policía Nacional</b>	Over 17 million pages of digitized Guatemalan police records from the late 19th century through 1996.
<b>Archive of the Indigenous Languages of Latin America</b>	Digital archive of recordings and texts in and about indigenous languages of Latin America; designated as the archive of record for NSF Documenting Endangered Languages grants for Latin America.
<b>Human Rights Documentation Initiative</b>	Long-term preservation of fragile, vulnerable human rights records in Latin America and worldwide.
<b>Latin American Digital Initiatives</b>	Collaboration with Latin American partners to digitally preserve and provide access to vulnerable and cultural heritage materials.
<b>Primeros Libros de las Américas</b>	Collaboration of 22 libraries and archives to digitize all copies of books printed in the New World prior to 1601.

<b>Latin American Network Information Center</b>	Collection of subject- and country-based resource guides containing over 10,000 links to web-based LAS content.
<b>Web Archiving Projects</b>	Preserves websites of over 300 human rights organizations, and over 250 governmental ministries in the Latin American region.

The LLILAS Benson partnership has expanded the Benson's role as a hub for teaching, research, and intellectual exchange, with Benson resources available to audiences beyond the university through workshops, teacher training, open-access curriculum, and traveling exhibitions. The Benson's expert staff (Appendix A), consisting of bibliographers, archivists, digital initiatives, and public service staff, is integrated into curricular initiatives. Librarians support student research and co-teach courses, including 2 graduate history seminars involving Benson digital initiatives, one on the Guatemala National Police Archives and the other on the Latin American Digital Initiatives collection.

**E.1.b. Cooperative Arrangements:** UTL's cooperative arrangements include: the TexShare Library Card Program, providing free borrowing privileges for students, faculty, and staff at participating Texas institutions of higher education and public libraries; the UTL Reciprocal Borrowing Program for UT System institutions; the Association of Research Libraries Advisory Committee's Reciprocal Faculty Program; and the Research Library Cooperative Program, a resource-sharing program among UT, Berkeley, and Stanford. UTL partners to acquire, create, and preserve materials, most notably within the UT System (\$2.7 million of annual collective buying power), and in the Texas Digital Library, the Greater Western Library Alliance, and the Center for Research Libraries.

## **F. Quality of the Center's Non-Language Instructional Program**

### **F.1. LAS Course Offerings and Depth of Coverage Across Disciplines and Professions:**

UT offers LAS courses across dozens of disciplines and professions, with many courses taught in Spanish or Portuguese (Table F.1; Appendix B). In 2016-17, UT offered 165 LAS courses

(38 new courses) to 2,678 undergraduates and 691 graduate students. LAS courses have at least 30% LAS content; the majority feature 100%. The highest concentration of LAS courses offered was in History (22), followed by Fine Arts (13), Anthropology (12), and African Diaspora Studies (11). Our dual degree MA programs (Table H.3) yield dynamic LAS and global studies courses in professional fields. An initiative with the School of Social Work, COEd, and Dell Medical School will produce LAS courses on health disparities in Mexico. Faculty-led study abroad programs afford students experience across disciplines (section H.4).

**Table F.1. Sample of LAS Courses, 2016-17: Broad LAS Focus vs. Regional Specialization**

<b>Broad Latin American Focus</b>		
<b>Course</b>	<b>Department</b>	<b>College/School</b>
Politics of Food in Latin America	LAS	Liberal Arts
Journalism/Press Freedom in Latin America	Journalism	Communication
Trade and Investment in Latin America	Public Affairs	Public Affairs
Dev. Markets & Sociology of Latin America	Sociology	Liberal Arts
Indigenous Resurgence in Latin America*	S&P	Liberal Arts
Dev Probs/Pols in Latin America	Economics	Liberal Arts
Human Rights in Latin America	Law	Law
<b>Regional Specialization</b>		
Mexican Architecture: Pre-Col.- Contemporary	CRP	Architecture
Guat. History Through Nat'l Police Archive	LAS, History, Inform.	Liberal Arts; Information
Art/Archaeology of Ancient Peru	Anthropology, Art Hist.	Liberal Arts; Fine Arts
Environmental Hazards Latin Amer/Caribbean	G&E	Liberal Arts
Chile: Revolution to Counter Revolution	History	Liberal Arts
Brazilian Urban Studies**	G&E	Liberal Arts
Dominican Republic Planning Studio	CRP, Architecture	Architecture
Mexico: Violence/Politics/Rule of Law	Government	Liberal Arts

\* Taught in Spanish; \*\* taught in Portuguese

**F.2. Extent of Interdisciplinary Course Offerings:** The LAS program is interdisciplinary by design, reflected in the content of our courses (Appendix B). For example, the graduate course Housing Practices and Public Policy in Latin America incorporates Policy, Architecture, and Sociology; the graduate course NGOs in the Developing World incorporates Sociology, Public Policy, and Social Work, analyzing case studies from Latin America. Trade and Investment in Latin America applies Law and Public Affairs. Undergraduate courses also integrate interdisciplinary framework. Key Ideas and Issues in Latin America (LAS 301), our gateway

course, offers historical coverage from pre-Columbian to contemporary times, drawing on Architecture and Urban Planning, Anthropology, Art History, and Environmental Studies. The course Environmental Hazards of Latin America and the Caribbean integrates Geography, History, Policy, and Economics. Last year, we offered a number of new interdisciplinary Signature Courses for new students, including: Mayan Language Resources at the Archive of the Indigenous Languages of Latin America: Mayan Languages across Time and Space; and, Dying Languages: What World Linguistic Diversity Means for Us; each had enrollments of over 100 students. The LAS graduate pro-seminar introduces incoming students to key topics and theories that constitute the field of LAS, reviews diverse methods and sources, and develops students' analytical and writing skills. Our annual graduate seminar by the Fulbright Brazil Visiting Professor involves collaboration with professional schools.

**F.3. Non-Language Faculty:** The 156 LLILAS affiliated faculty teach an average of 97 LAS courses a semester in areas including Natural Sciences, Engineering, Business, and Law. Eight affiliated faculty members teach in the Latin American History program, consistently ranked by *U.S. News and World Report* as the top graduate program of its kind in the country. Twelve teach in African Diaspora Studies, a growing field of expertise at UT. Faculty cover nearly every Latin American country, with 65 Mexicanists, 48 Brazilianists, and 12 engaged in Maya Studies. Other faculty strengths include Indigenous Studies, Anthropology, Government, and CRP. To qualify as LLILAS affiliates, faculty devote at least 25% of their teaching and research to Latin America; many devote 75-100% (Appendix A).

LLILAS faculty are national leaders in their fields, producing influential scholarship on issues of national concern related to Latin America in areas such as immigration (Gilman, Hines, Rodríguez), human rights (Dulitzky, Engle, Brinks), energy (Greene), and



democratization (Madrid, Weyland, Hunter). They play leadership roles across campus, including in COEd, African Diaspora Studies, the Rapoport Center for Human Rights and Justice, the LBJ School, Native American and Indigenous Studies, the Schusterman Center for Jewish Studies, Women's and Gender Studies, the School of Social Work, and S&P. Our 7 core faculty members with shared appointments with another COLA department (Table F.2), increase our ability to create new, innovative LAS courses.

**Table F.2. LLILAS shared faculty appointments**

Name	Rank	Shared Appointment	Hired
Lorraine Leu	Associate Professor	Department of Spanish & Portuguese	01/2011
Lina del Castillo	Assistant Professor	Department of History	09/2012
Sergio Romero	Associate Professor	Department of Spanish & Portuguese	09/2012
Daniel Fridman	Assistant Professor	Department of Sociology	09/2013
Carlos Ramos	Assistant Professor	Department of Geography & Environment	09/2013
Paola Canova	Assistant Professor	Department of Anthropology	09/2015
Marcelo Paixão	Associate Professor	Dept. of African & African Diaspora Studies	09/2015

**F.3.a. Pedagogical Training for AIs and TAs:** UT requires that Assistant Instructors (AIs)

have an MA or equivalent, professional accomplishment, successful completion of a supervised teaching course in their discipline, and 1 semester of employment as a TA or equivalent. Language-specific AIs are required to have even more extensive performance-based language instructional training (section G.3; Table G.3). LLILAS employs 7 graduate student TAs assigned to non-language classes, who attend a day-long orientation at the start of the academic year, and receive ongoing pedagogical training and final review. TAs never have primary responsibility for an entire course.

**F.4. Depth of Specialized Course Coverage:** Students have opportunities to specialize in LAS across many disciplines (sections F.1 & F.2), with greatest depth in History, Fine Arts, Literature and Culture, Anthropology, Government, and G&E. Extensive courses in Latin American Cultures and Languages, African Diaspora Studies, Indigenous Studies, and

Women's and Gender Studies afford interdisciplinary, transnational, comparative training. Our deepest geographic specializations are in Mexico, Brazil, Central America, and the Caribbean.

## **G. Quality of the Center's Language Instructional Program**

### **G.1. Instructional Programs and Enrollments in Spanish, Portuguese, and Indigenous**

**Languages:** Our Spanish (SPN), Portuguese (POR), and Latin American indigenous language (LAL) programs incorporate LAS into language instruction through pedagogy grounded in a guided inductive method that takes a critical thinking approach in the analysis of language in society. In 2013, the Dept. of Spanish and Portuguese (S&P) consolidated the two separate SPN and POR graduate and undergraduate degree programs to form the Iberian and Latin American Languages and Cultures (ILA) field of study, educating students about the languages, literatures, and cultures of Latin America and Iberia, related diasporas, and indigenous and Afro-descendant cultures. ILA offers PhDs and terminal MAs in 3 tracks: Iberian and Latin American Literatures and Cultures, Luso-Brazilian Cultural and Media Studies, and Iberian and Latin American Linguistics. Undergraduates can earn a BA in ILA and minors in POR and Latin American Languages, Literatures, Cultures, and Linguistics. In 2018, 3 new certificate programs will launch in Business Spanish, Ibero-American Cultural Diversity, and Spanish for Medical Professions. There are 66 PhDs enrolled in ILA, 215 BAs (145 double majors), and 102 minors. More than 4,000 UT undergraduate and graduate students took ILA classes last year (Table G.1); 303 of these students enrolled in immersive study abroad programs (section H.4). LAL prioritizes teaching of indigenous languages by number of speakers, territorial extension, and influence, teaching K'iche' Maya and Nahuatl on a 2-year rotation (section G.3). Since the inception of LAL in 2013, 13 students completed

Intensive Beginner K'iche' and 4 completed Intensive Intermediate K'iche'; 21 students have completed Intensive Beginner Nahuatl and 15 Intensive Intermediate Nahuatl.

**G.2.a. Levels of Language Training:** Beginner, intermediate, and advanced SPN and POR language instruction is offered year-round. S&P collaborates with multiple UT teacher certification programs to train and credential undergraduate and post-baccalaureate students in SPN and bilingual education. S&P accelerates intermediate proficiency for Spanish-proficient learners through its 2-semester, 6-hour course sequences POR for SPN Speakers (POR 601S, POR 611S), and SPN for Heritage Speakers (SPN 604, SPN 612). Last year, 1,617 students studied advanced and upper-division SPN; 50 studied advanced and upper-division POR (Table G.1). LAL offers an intensive 2-semester, 6-hour course sequence (LAL 601C, LAL 611C) designed for students to reach Intermediate proficiency by the end of the second semester. Advanced study of K'iche' is offered through a summer institute at UT's Casa Herrera in Antigua, with language immersion in Nahualá, Guatemala. Nahuatl courses focus on modern Nahuatl and introduce reading of classic Nahuatl texts. Beginning next year, we will connect students to a summer immersion program in Veracruz for advanced study. UT facilitates instruction in virtually any Latin American language students propose via independent study at peer institutions in the U.S. or Latin America (section C.6).

**Table G.1. Spanish and Portuguese language instruction enrollments, 2015-17**

Portuguese			Spanish		
Course	2015-16	2016-17	Course	2015-16	2016-17
601D (Beginner)	46	43	601D (Beginner)	1,153	1,236
610D (Intermediate I)	32	19	610D (Intermediate I)	688	747
611D (Intermediate II)	38	20	611D (Intermediate II)	591	556
610S (SPN speaker-Beg)	45	35	604 (Heritage - Beginner)	61	116
611S (SPN speaker-Inter)	34	25	612 (Heritage - Intermed.)	96	94
Advanced (327/330)	13	43	Advanced (327/330)	674	1,130
Remaining Upper Division	44	17	Remaining Upper Division	676	487
<b>Totals</b>	<b>247</b>	<b>193</b>	<b>Totals</b>	<b>3,696</b>	<b>4,366</b>

**G.2.b. Language Course Representation in the Disciplines:** S&P’s interdisciplinary research and teaching extend beyond literature and language to offer courses taught in SPN and POR in fields ranging from indigenous studies to digital humanities (Table G.2, Appendix B). The LAL program complements Indigenous Studies, Linguistics, Literature, and History.

**Table G.2. Sample of 2014-18 LAS, SPN and POR courses across disciplines and professions**

Course	Discipline/Profession
POR 348: Race and Slavery in Brazil	African Diaspora Studies; History
LAS 370P (POR): Literature/Media in Contemporary Brazil	LAS; Radio-Television-Film
LAS 370S (SPN): Indigenous Resurgence	LAS; Indigenous Studies; History
LAS 370S (SPN): Jewish Voices from Lat. Amer.	LAS; Jewish Studies
LAS 370S (SPN): Violence in Contemp. Mexican Culture	LAS; Women’s and Gender Studies
ILA 380S (SPN): Intro Theory and Research of Linguistics	Linguistics
ILA 387S (SPN): Critical Digital Archives	LAS; Information Science; History
SPN 367P: Spanish for Health Care Professions	Social Work; Medical School
SPN 348C: Service Learning and Research In Spanish	Social Work

**G.3. Language Faculty and Pedagogical Training of Language Instructors:** S&P’s faculty is comprised of 27 tenured and 16 non-tenure-track faculty who are internationally recognized for pedagogical innovation, scholarly research, and publishing (Appendix A). Chaired by Dr. Jossianna Arroyo (CV, p. A15), S&P’s program has produced 46 dissertations in the past 5 years. Two course supervisors oversee beginning and intermediate SPN; one coordinator oversees beginning and intermediate POR. Under their close supervision, an average of 60 PhD students serve as AIs each year, often teaching the same course for 5–7 years. AIs take required courses for pedagogical training (Table G.3.), S&P supports ongoing pedagogical training, awarding up to \$1,500 per faculty member/AI annually, and COLA’s Texas Language Center provides workshops on intensive instruction, OPI proficiency testing, and methodology.

**Table G.3. Requirements, training, and supervision of SPN and POR AIs**

<b>Requirements</b>	MA or professional equivalent; enrollment in graduate instructor seminar on methodology, theory, and practice
<b>Training</b>	2-day intensive orientation and ongoing training program cover performance-based pedagogy, methodology, curriculum, assessment, avoiding grade inflation, classroom administrative issues
<b>Supervision</b>	Curriculum design, design of assessments and grading rubrics, collection of grade distribution for major exams and lab activities, classroom visits, and evaluations (1–2 per year)

LAL Director Dr. Sergio Romero (section B.1.a) provides pedagogical supervision of LAL courses and native-speaker instructors, who teach using materials developed at UT and by colleagues at peer institutions. K'iche', the LCTL currently taught on campus, is taught by Manuel de Jesús Tahay Gómez, who has nearly 20 years' experience teaching in Guatemala and in the U.S. Sabina Cruz teaches Nahuatl, holds a master's in education, and also has extensive experience teaching in Mexico and the U.S.

**G.4.a. Performance-based Instruction:** S&P and LAL utilize performance-based language instruction, relying on interaction, group exercises, oral activities, and presentations. For example, Intermediate POR (610D) requires the ability to: express opinions and reactions; discuss possible, probable, and future events; narrate past events; and maintain conversations of substantial length. Students work in groups on grammar and usage proficiency checklists weekly, and are graded on lab recordings of written or spoken proficiency. LAL requires 2 hours of weekly one-to-one drills with instructors outside of class, yielding substantial gains in fluency. Students make oral presentations on elements of culture and history for LAL final exams. *See Section G.4.c for performance-based proficiency requirements.*

**G.4.b. Resources for Language Teaching and Practice:** State-of-the-art technological resources shape S&P and LAL instruction and curriculum. S&P has 3 language labs and smart classrooms, with 97 workstations featuring computers and doc cams. A staffed media center provides free technical assistance on audio/video editing for classroom activities and filming of classes for use in instructor training materials. S&P students access free tutoring at a help center staffed by AIs 18 hours a week. LAL's classroom infrastructure affords opportunities for distance learning with native speakers abroad. In partnership with COERLL, S&P and LAL faculty have created award-winning online resources for classroom learning that are utilized by

millions nationwide. POR language coordinator Vivian Flanzer (CV p. A34) developed ClicaBrasil to complement intermediate and advanced POR courses. Other programs include: Brazilpod; Spanish Proficiency Exercises SpinTX; and Spanish Proficiency Training Website and Learner Corpus. Launched in 2016, our online K'iche' program features videos of native speakers in Nahualá, Guatemala, who discuss topics of cultural relevance while introducing sounds, grammar, and practice of speaking K'iche. A Nahuatl program is in production with partners in Mexico; we will produce a Quechua program with new NRC funds (section A).

**G.4.c. Language Proficiency Requirements:** In 2014, COLA introduced new requirements making all language instruction courses proficiency-based. Students must reach the equivalent of ACTFL Intermediate proficiency in a given language, including SPN, POR, and LAL, in order to fulfill graduation requirements. Varying approaches to language pedagogy are allowed, followed by standardized assessment. In 2014, students exiting SPN 611D were assessed by external evaluators using the AVANT STAMP4S Proficiency test, which showed students meeting or surpassing Intermediate proficiencies (reading: 84% advanced; writing: 92% intermediate; speaking: 94% intermediate; listening: 40% intermediate; 44% advanced). Since then, S&P has designed benchmark exams for beginner and intermediate levels to test for proficiencies in speaking, listening, reading, writing, pragmatics and sociolinguistics, and critical thinking. LAL uses evaluation rubrics developed by Dr. Romero, Mr. Tahay, and Ms. Cruz that reflect the grammar of K'iche' and Nahuatl and the needs of learners in today's indigenous communities. Evaluations have an oral and a written component.

## **H. Quality of Curriculum Design**

**H.1.a. Undergraduate Programs and Requirements:** UT undergraduates can formally incorporate LAS into interdisciplinary academic training through 4 BA degrees, 6 minors, and

7 certificates (Table H.1); dozens of programs allow students to make LAS a significant part of their coursework. Requirements for the LAS BA are interdisciplinary, affording rigorous training in original research and writing. The major requires 27 hours of coursework, including: 3 hours for the interdisciplinary gateway course (LAS 301); 3 hours each in social science, government, history, and fine arts (total 12 hours); 9 hours of elective LAS content courses; and a 3-hour capstone research course. Majors meet or exceed proficiency standards for the COLA language requirement. Spanish-proficient students are encouraged to study Portuguese and indigenous languages. Students with a 3.0 GPA overall and a 3.5 in LAS courses may seek honors by writing a thesis based on original research. Currently, 50 students are declared LAS majors, including 34 double majors. LAS majors benefit from our diverse faculty (section F.3; Appendix A). Our students achieve the highest honors on campus: Every year from 2010 to 2017, an LAS major was chosen as 1 of only 12 Dean's Distinguished Graduate out of 2,000 graduating seniors college-wide. Of our 16 graduating seniors in 2016-17, 5 finished with honors. Alumni tracking data reveal impressive rates of placement in areas of national need among a wide range of sectors (section C.2).

Last year, enrollment data showed 164 UT students graduated with LAS-related minors; the majority were communications majors. Seven certificate programs incorporate LAS courses in their curriculum requirements and facilitate study abroad to Latin America (Table H.1), including 2 external to COLA: the U.S. Latino and Latin America Media Studies Certificate at the Moody College of Communication, and the Business Foundations Certificate–Global Track at the McCombs School of Business. New certificate programs, Business Spanish and Spanish for Medical Professions, cater to UT's new Medical School, building cultural competence through LAS coursework. LAS is incorporated into university-

wide undergraduate educational requirements through the dozens of LAS courses in such disciplines as Anthropology, G&E, and Music; these courses meet UT-wide core curriculum requirements for social and behavioral sciences and the visual and performing arts.

**Table H.1 Undergraduate Degree Programs for LAS and Languages**

<b>BA Programs (4)</b>	BA Latin American Studies
	BA Iberian and Latin American Languages and Cultures
	BA International Relations and Global Studies - Latin America
	Bachelor's in Business Administration - Latin American Studies Track
<b>Minors (6)</b>	Latin American Studies; Portuguese; Spanish; US Latino and Latin American Media Studies; <i>Iberian and Latin American Languages, Literatures, Cultures, and Linguistics*</i>
<b>Certificates (7)</b>	Business Foundations Global Track - Latin America; <i>Business Spanish*</i> ; US Latino and Latin American Media Studies; <i>Ibero-American Cultural Diversity*</i> ; <i>Spanish for Medical Professions*</i> ; Native American and Indigenous Studies - Latin America Focus; Bridging Disciplines Program - Conflict & Peace Studies - Latin America Focus

\* New programs

**H.1.b. Graduate Programs and Requirements:** The MA in LAS enrolls an average of 15 new students annually and is a flexible interdisciplinary degree that allows students to choose from over 50 graduate courses offered in any given year. The 2 MA degree plans include thesis and report options (Table H.2). Students design programs of study in consultation with the Director of Student Programs, who ensures each is working toward a major and minor (15 and 9 semester hours, respectively). Students may choose a concentration from 4 interdisciplinary areas of study (Environmental Studies, Development Studies, Cultural Politics of Afro-Latin and Indigenous Peoples, and Human Rights) or a geographical field, such as Brazil or Mexico. Requirements for concentrations are 5 courses for a total of 15 credit hours. Ten dual master's degrees are offered with 7 colleges and schools (Table H.3). Students in all MA degree plans must demonstrate Intermediate Mid language skills for production (speaking and writing) and Intermediate High for reception (reading and listening) in Spanish, Portuguese, or an



indigenous language. Those entering with strong Spanish are encouraged to take Accelerated Portuguese for Spanish Speakers or an indigenous language.

**Table H.2. UT Latin American Studies MA degree plan options**

<b>Plan A: Thesis option (30–33 hours total)</b>	<b>Plan B: 2 reports in lieu of thesis (33 hours total)</b>
<ul style="list-style-type: none"> <li>• 15 hours LAS coursework in the major</li> <li>• 9 hours in the minor discipline</li> <li>• 6 hours of thesis written in the major</li> <li>• 3 hours elective (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• 18 hours: 6-hour minimum of LAS coursework in each of 3 disciplines</li> <li>• 9 hours among the 3 disciplines</li> <li>• 6 hours of reports in 2 of 3 disciplines</li> </ul>

**Table H.3. UT Latin American Studies dual MA degrees**

<b>College or School</b>	<b>Degree</b>	<b>Years</b>
McCombs School of Business	Master of Business Administration	3
School of Architecture	Master of Science in Community and Regional Planning	3
Moody College of Communication	Master of Arts in Communication Studies	3
	Master of Arts in Journalism	3
	Master of Arts in Radio-Television-Film	3
LBJ School of Public Affairs	Master of Global Policy Studies	3
	Master of Public Affairs	3
School of Information	Master of Science in Information Studies	3
School of Law	Juris Doctor	4
School of Social Work	Master of Science in Social Work	3

The PhD in LAS emphasizes 2 complementary training objectives: (1) a rigorous interdisciplinary program of study; and (2) engaged scholarship with “real world” applications. PhD students acquire specialist knowledge of their subject and a range of skills and expertise that prepares them for work opportunities in and outside of academe, including the private sector, government, and civil society organizations. LLILAS admits and fully funds up to 4 doctoral students annually, with 19 LAS PhD students currently enrolled. The PhD program can be completed in 5 years. The major field is 15 hours; supporting fields, designated as the first and second minor, are 9 and 6 hours, respectively. Students acquire competence in theories and research methods in the major field through core courses in that discipline, and complement this with theory and methods courses in the 2 minors. PhD candidates must meet or surpass language proficiency requirements of the MA, also demonstrating Intermediate proficiency in at least 1 additional language. Faculty teach, advise, mentor, and serve as thesis

and dissertation committee chairs and members for graduate students.

A 2014 external review conducted by professors from Princeton, Duke, and the University of Washington identified the LLILAS graduate program as “the most impressive on the planet,” signaling 3 facets for praise: (1) recruitment of strategic faculty appointments; (2) “smart innovation” in giving the PhD program an emphasis on social engagement; and (3) the integration of Benson resources with LAS pedagogy. Admission data support these conclusions in terms of selectivity (31%) and yield (50%). All current cohort members have won competitive funding from UT sources; nearly 40% have won external funding (e.g., Fulbright, Inter-American Foundation). In an anonymous survey of enrolled MA and PhD students last spring, 100% expressed satisfaction with their graduate experience at LLILAS.

**H.2. Academic and Career Advising:** The LLILAS Undergraduate Academic Adviser, supervised by COLA, is the professional staff adviser for LAS majors (section B). The Undergraduate Faculty Adviser offers guidance for study abroad, honors, course selection, and career choice (section B.1.a). With Benson librarians, undergraduate advisers co-host workshops for LAS majors to introduce Benson’s holdings and approaches to original research. LAS majors have access to career counselors in COLA Career Services for résumés, mock interviews, and job placement. LLILAS Benson provides an annual career boot camp on job market strategies. UT undergraduates campus-wide receive valuable LAS career preparation via our LLILAS Benson Internship, where they support our faculty and activities.

LLILAS assigns high priority to training, mentoring, and professional development of LAS graduate students. PhD students are assigned a faculty mentor. Each semester, advisers organize professional development workshops on summer field research, thesis writing, and the Institutional Review Board process. LLILAS budgets nearly \$9,800 annually for graduate

students to present at conferences. Doctoral students receive \$2,500 for two summers for field research. The annual Institute of Latin American Studies Student Association conference, organized by LLILAS grad students and held at UT, gives students the opportunity to present original research and develop international scholarly networks. Our development office organizes regular opportunities for LLILAS alumni and AC members to mentor (section C.5).

**H.3. Training Options and Requirements (FLAS):** The strength and breadth of our LAS courses, strong collection, and faculty affiliates afford extensive training options for students from many disciplines in a way that meets their program requirements and connects them to LAS content and languages (sections B, F, G, & H). Language requirements for LAS and related degree programs ensure students achieve at least intermediate level in Spanish, Portuguese, or indigenous languages. Advanced language acquisition and specialized training is promoted through a wide selection of LAS interdisciplinary courses taught in SPN and POR (sections G.2.a & G.2.b). Our partnerships with UT professional schools (sections A & F), work with study abroad programs, and linkages with institutions abroad position UT students to gain the experience they need to fill areas of national need in a multitude of professions.

**H.4. Research and Study Abroad:** According to the Institute of International Education's 2017 Open Doors Report, UT is ranked fourth in the nation for the number of students pursuing study abroad, with Latin America as the second most popular destination. Students have access to over 60 UT-approved affiliate, exchange, and faculty-led programs to study in 12 Latin American countries with support from UT program coordinators. Increasing access to underrepresented groups is a priority, with the percentage of UT students from underrepresented groups studying abroad rising to 51% in 2015-16, a 22% increase since 2008. In 2014, UT received a prestigious Simon Spotlight Award for its efforts for first-generation

college students. UT's "Latin America Study Abroad Advisor Guide" aids advisors in encouraging study abroad, identifying low-cost programs that align with academic, career, and personal goals. A "My Credit Abroad Database" of over 12,000 pre-approved courses with UT equivalents (a 5,000-course increase since 2014) helps students mitigate academic risk by identifying courses at foreign institutions that fulfill major requirements. In 2017, UT faculty led 137 students in Maymester and summer programs in 7 Latin American countries, aligning with degree programs in Liberal Arts, Education, Engineering, Nursing, Health Professions and others. LLILAS Benson advises and supports students to connect them with other institutions' study abroad and language programs. In a recent example, we supported 3 PhD students to study Quechua at a U.S.-based summer institute, and at programs in Peru and Bolivia.

In 2016-17, 303 UT students participated in Latin American study abroad programs; the highest concentrations were majors in Liberal Arts (40%), Business (23%), Natural Sciences (14%), and Architecture (12%). On average, one-third of LAS majors study abroad; 100% of IRG majors with LAS concentrations study abroad; and 100% of LAS graduate students conduct fieldwork in Latin America. The International Office dedicates more than \$1 million annually in student support for study abroad scholarships, including the Presidential Achievement Scholars Program. LLILAS Benson provides \$50,000 to undergraduates and \$74,500 to graduate students for study/research abroad annually; students get additional support from UT and external funding agencies, with 50% qualifying for federal financial aid.

## **I. Outreach Activities**

**I.1.a. Elementary and Secondary Schools:** LLILAS Benson maintains excellence in **K-12 outreach programs**, working with educators, pre-service teachers, and school districts to create K-12 trainings and curricula that provide LAS and language content consistent with state

and national curricular mandates. Our resources are available free online, and teachers receive continuing credits for participation. From 2014-17, we carried out 98 K-12 outreach programs in over a dozen states, reaching 12,492 participants (Table I.1).

We implement many of our K-12 activities with Hemispheres (section A), presenting materials at national and state conferences for educators, and offering global curricula and trainings for teachers of world cultures, geography, and history. Our flagship summer institute brings over 40 teachers each year to learn how topics cross world regions, such as Food Cultures & Controversies, and What's STEM Got to Do with It. More than half of Texas public school students are Latino/a, leading us to target outreach programs to teachers of these students, especially dual-language and ESL classrooms. In 2015-16, we launched the Latin American Children's Literature workshop for K-6 educators, helping teachers use Latin American content in class by combining history, culture, and society with pedagogy and curricular resources. Over the past 4 years, we worked with teachers to develop 4 bilingual, literature-based teaching units that incorporate social studies, science, and language, including indigenous languages. In summer 2018 we are hosting our first Critical Literacy and International Books Summer Institute with Hemispheres and the COEd Literacy program.

LLILAS Benson works with 10 teacher preparation programs (6 at UT, 2 at Texas State University, and 2 at HT). We lead a Race and Diversity in Latin America workshop with the UT COEd (section A). Through a Longview Foundation grant, we work with Texas State, HT, UTeach Liberal Arts, and UT College of Natural Sciences to train pre-service teachers to integrate international topics into curriculum, with 4 students presenting lesson plans at the American Council of Teachings on Foreign Languages Conference and 3 at the NCSS Conference. Additionally, we work with the CLASP Outreach Consortium, with our Outreach

Coordinator currently serving as Chair. The electronic Hemispheres bulletin reaches over 1,613 K-12 educators in the Austin area weekly, and 1,916 nationally each month, providing information about trainings and resources on global education.

**Table I.1. K-12 & pre-service teacher outreach activities, 2014-17**

<b>Activities</b>	<b>Number</b>	<b>Participants</b>
Curriculum development	16	23
Cultural events (student-centered)	8	2,150
Conference exhibitions & presentations	9	9,067
K-12 trainings & distance learning	24	681
Teacher preparation program activities	41	571
<b>TOTAL</b>	<b>98</b>	<b>12,492</b>

**I.1.b. Postsecondary Institutions:** From 2014-17 we conducted 79 outreach activities with postsecondary **MSI and community college partners**, engaging 1,896 participants (Table I.2), primarily through our collaborations with ACC and HT. We infused LAS content in curricula through the ACC Global Human Rights Faculty Fellows Program (section A). In the first 2 years of the program, 23 faculty completed the seminar reaching an estimated 8,280 ACC students. We are supporting the development of a new Global Studies program at ACC, participating in a day-long forum on objectives and learning outcomes for the program. LLILAS Benson has a long-standing relationship with HT, collaborating with Hemispheres to develop a Global Studies major, through support of HT faculty field research, course development, and public programs. We assisted HT in purchasing over \$25,000 of NRC-funded library materials on Latin America. We sponsor UT visiting scholar status for HT faculty, providing them with full access to UT Libraries resources.

Through our visiting fellows competition, we funded U.S. MSI and community college faculty to conduct research at the Benson. We created a traveling exhibition, *Mapping Mexican History*, exhibited on the UTRGV campus in fall 2017 and at UTEP spring 2018, with an online version bringing the exhibition into university and high school classrooms; we conducted 6 digital scholarship workshops to 115 participants, teaching them about web-based

mapping tools. In 2017 and 2018, we hosted UTSA Mellon Undergraduate Fellows, promoting pursuit of doctoral study by underrepresented populations. We are funding 4 students from UTRGV to attend the Critical Literacy Summer Institute in Austin this June.

**Table I.2. Community college & MSI outreach activities, 2014-17**

<b>Activities</b>	<b>Number</b>	<b>Participants</b>
Curricula developed	31	31
Cultural event (student-centered)	8	291
Faculty professional development & research	21	225
Conference exhibitions & presentations	4	1,234
Digital Scholarship workshops	6	115
<b>TOTAL</b>	<b>70</b>	<b>1,896</b>

From 2014-17, LLILAS Benson engaged with an average of 20 U.S. **peer institutions** a year through conferences, presentations, and K-12 distance learning, totaling 6,187 participants across 46 events, many involving faculty experts as speakers on Latin America–related themes. We hosted the pre-departure orientation (PDO) for Fulbright Commission Chile’s summer 2017 Fulbright-Hays Seminar Abroad program, which included faculty and administrators from community colleges and 4-year institutions. With UT’s International Office, we are hosting the June 2018 Fulbright U.S. PDO for the Western Hemisphere. We engage in national collaboration with other LAS centers and libraries, serving as leaders in LAS international associations, including: 2 past Presidents and 4 past and present Program Co-chairs of LASA; 2 faculty as Vice President and Executive Committee members of the Brazilian Studies Association (BRASA); and Benson Director Melissa Guy as SALALM President. LLILAS Benson will organize and host major conferences for SALALM in 2019 and BRASA in 2020.

LLILAS Benson conducts postsecondary outreach on the UT campus through our **scholarly programs**, including faculty book talks, lectures, and workshops. We attract attendance from academia and the public, bringing scholars and speakers from Latin America, fostering linkages, and expanding student access to global issues. We host 2 conferences at which scholars from the U.S. and Latin America present research and engage in dialogue about

critical themes: the annual Lozano Long Conference and the bi-annual CILLA conference.

From 2014-18 we held 144 scholarly events reaching 9,231 individuals (Table I.3).

**Table I.3. Scholarly events AY 2014-18**

<b>Activity</b>	<b>Events</b>	<b>Participants</b>
Conferences/panels/workshops	53	4,270
Faculty presentations	36	1,591
Visiting academics presentations	19	615
Non UT speaker presentations	36	2,755
<b>TOTAL</b>	<b>144</b>	<b>9,231</b>

**I.1.c. Business, Media, and the General Public:** Between 2014-17, LLILAS Benson collaborated with 48 government, private, and public sector partners in 50 collaborative activities that reached 2,151 students, faculty, and members of the public. **Business community** programs are primarily coordinated through our Advisory Council (section B.2). From 2014-16, we partnered with IBC Bank to host 2 Foodways of Mexico events, with community attendance of 150 people per event. In fall 2017 IBC followed with a \$500,000 endowment for student fellowships—a gift matched dollar for dollar by COLA.

We have deep partnerships with non-governmental organizations (NGOs) in the U.S. and abroad, helping us reach a **larger public**. We support local partners like the George Washington Carver Museum and the Mexican American Cultural Center to provide Latin American programming to their patrons. We engage with NGOs working with Latin America–born residents of Central Texas, including: the Workers’ Defense Project, Austin Tan Cerca de la Frontera, and Grassroots Leadership, collaborating through research projects and volunteer placement. We increase visibility of transnational NGOs like Network of People in Solidarity with the Guatemalan People and WITNESS, connecting them with local NGOs.

LLILAS Benson engages **the media** in its outreach efforts. We partner with the UT College of Communication’s Knight Center for Journalism in the Americas to develop bridges between academia and the media in the U.S. and Latin America, and with its annual



International Symposium on Online Journalism, attracting executives and journalists from organizations such as *The New York Times*, NPR, BBC, and CNN. Through online training, the Knight Center connects U.S. media practitioners and academics with thousands of journalists throughout the hemisphere. Faculty are frequently sought by national and international media to share their expertise and enrich public understanding of Latin America. We disseminate this news through our websites, social media sites, and faculty blog.

### **J. FLAS Awardee Selection Procedures**

LLILAS Benson requests \$90,000 in FLAS funds year 1 (summer awards only) and \$321,000 annually years 2-4 to award graduate and undergraduate academic year and summer fellowships. *Please see the Budget Narrative attachment for the FLAS budget and timelines.*

**J.1.a. FLAS Advertisement:** LLILAS Benson FLAS advertisement procedures will ensure transparency and broad dissemination to a diverse pool of quality applicants. In September of each academic year, LLILAS Benson will issue a campus-wide call for undergraduate and graduate applicants via emails to deans of professional schools, department chairs, graduate and undergraduate academic advisers and coordinators, and faculty, who in turn recruit students. We will work to strategically engage faculty in professional schools to target students in professions that meet national need. Students will receive FLAS information directly via student listservs and social media blasts. LLILAS Benson will post digipanel electronic advertisements in professional schools and buildings where students from across campus congregate frequently, such as the UT Libraries and student unions. The FLAS program coordinator will hold multiple information sessions during the fall semester for prospective applicants, including sessions tailored to professional schools. LLILAS Benson undergraduate student ambassadors will recruit in undergraduate classrooms and at study abroad and activity

fairs on campus. FLAS advertisements will detail the opportunity to study non-Spanish Latin American languages and highlight the priority placed on the study of Portuguese and Quechua (CPP 2, Priority Languages), with a minimum of 25% of academic year fellowships awarded to students studying these two LCTLs. FLAS advertisements will include a link to the LLILAS Benson website, where prospective applicants will find eligibility requirements, application instructions, timelines, and award recipient responsibilities.

**J.1.b. FLAS Application Process:** Students will complete the LLILAS Benson FLAS application through UT's electronic fellowship system, accessible to admitted and current students. A link to this system will be provided on our website, with the system opening to applications on or around October and applications due no later than January 30. The user-friendly fellowship system walks students through the process, screens for eligibility (e.g., U.S. citizen or legal permanent residency status), and displays each applicant's transcript and grade point average for purposes of merit. The fellowship system connects with UT's financial aid system, identifying level of financial need based on FAFSA and other financial information provided by students. The fellowship system sends e-mail notification to faculty for letter of recommendation requests, providing deadlines and a link to upload letters. All LLILAS Benson FLAS applications will include the following: (1) a 2-page narrative statement on how language study will aid career and research goals; (2) a detailed study plan if studying a non-traditional language; (3) a 1-page curriculum vita; (4) link to the UT transcript; (5) link to financial level of need; and, (6) 2 letters of recommendation, including statements on student language proficiency levels. Applicants will electronically sign a commitment to complete LLILAS Benson and Dept. of Education reports, pre- and post-oral proficiency interviews, 8 years of biannual placement surveys, and to assist with outreach promoting FLAS.

**J.1.c. FLAS Selection Process:** Five LLILAS faculty affiliates from departments campus-wide will comprise the FLAS selection committee, which will meet on or around February 15 to select award recipients; at least 2 of the 5 committee members will be from professional schools. The FLAS selection committee will review and rank applications electronically through the UT fellowship system, assigning merit scores of 1–5 (low to high). The UT fellowship system assigns a level of financial need as determined by the Office of Financial Aid (FLAS CPP 1, Financial Need). Applicants with the highest combined scores for merit and financial need will receive preference for awards. Applicants who propose study of Portuguese or Quechua will receive additional preference (FLAS CPP2, Priority Languages). Requests to study other non-traditional languages will be vetted through Dr. Sergio Romero and submitted to the Dept. of Education for approval before awards are made. At the conclusion of the selection process, the program coordinator will notify applicants of decisions.

## **K. Competitive Preference Priorities**

**K.1. NRC CPPs:** LLILAS Benson collaborates with a number of MSIs, community colleges, the UT College of Education, and multiple teacher training programs (sections A & I). We will continue to deepen these relationships and work with new partners in meaningful ways to achieve NRC CPP1 and CPP2, with nearly 50% of our initiatives aligning with the NRC CPPs.

*Please see Table A.1 for the full list of NRC CPP initiatives.*

**K.2. FLAS CPPs:** LLILAS Benson will fulfill the FLAS CPPs through implementation of a selection process that prioritizes financial need of applicants (FLAS CPP 1) as well as designating a minimum of 25% of FLAS awards for the two Latin American priority languages of Portuguese and Quechua (FLAS CPP 2), as *detailed in Section J above*.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

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To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

### **Type of Application (check all that apply)**

- ☒ Comprehensive National Resource Center
- ☐ Undergraduate National Resource Center
- ☐ Foreign Language and Area Studies Fellowships

### **Federal Funds Requested**

#### NRC Request

Year 1: \$269,927 Year 2: \$266,377 Year 3: \$268,596 Year 4: \$267,624

#### FLAS Request

Year 1: \$90,000 Year 2: \$321,000 Year 3: \$321,000 Year 4: \$321,000

### **Type of Applicant**

- ☒ Single institution The University of Texas at Austin
- ☐ Consortium of institutions
  - ☐ Lead \_\_\_\_\_
  - ☐ Partner 1 \_\_\_\_\_
  - ☐ Partner 2 \_\_\_\_\_
  - ☐ Partner 3 \_\_\_\_\_

### **NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |   |  |
|---|--|
| <input type="checkbox"/> AFRICA                                     | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA                                     | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA                         | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                                     | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                              | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input checked="" type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Portuguese, K'iche', Nahuatl, Kaqchikel, Quechua, Haitian Creole, Chatino, and other LCTLs as approved by IFLE

**APPLICATION FOR  
COMPREHENSIVE  
NATIONAL RESOURCE CENTER PROGRAM  
AND  
FOREIGN LANGUAGE AND AREA STUDIES  
FELLOWSHIPS PROGRAM  
INTERNATIONAL FOREIGN LANGUAGE EDUCATION**

U.S. DEPARTMENT OF EDUCATION CFDA  
NUMBER: 84.015A and 84.015B

FEDERAL FUNDING OPPORTUNITY NUMBER:  
ED-GRANTS-052518-001

June 25, 2018

LLILAS Benson Latin American Studies and Collections

The University of Texas at Austin

DUNS No. 170230239



**LLILAS BENSON**  
LATIN AMERICAN STUDIES AND COLLECTIONS



**TEXAS**  
The University of Texas at Austin

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## ACRONYMS GUIDE

ACC	Austin Community College
ACTFL	American Council on the Teaching of Foreign Languages
AI	Assistant Instructor
AILLA	Archive of the Indigenous Languages of Latin America
ALD	Applied Learning and Development
AP	Absolute Priority
BA	Bachelor of Arts
CILLA	Center for Indigenous Languages of Latin America
CLASP	Consortium of Latin American Studies Programs
COEd	College of Education
COERLL	Center for Open Educational Resources and Language Learning
COLA	College of Liberal Arts
CPP	Competitive Preference Priority
CRP	Community and Regional Planning
DDCE	Division of Diversity and Community Engagement
EC	Executive Committee
ESL	English as a Second Language
FLAS	Foreign Languages and Area Study program
G&E	Department of Geography and the Environment
GEPA	General Education Provisions Act
GRA	Graduate Research Assistant
HRC	Harry Ransom Center
HT	Huston-Tillotson University
ILA	Iberian and Latin American Languages and Cultures
IRG	International Relations and Global Studies
ITS	Instructional Technology Services
LAL	Latin American Indigenous Language program
LAS	Latin American Studies
LASA	Latin American Studies Association
LBJ	Lyndon Baines Johnson School of Public Affairs
LCTL	Less Commonly Taught Language
LLILAS	Teresa Lozano Long Institute of Latin American Studies
MA	Master of Arts
MSI	Minority Serving Institution
NCSS	National Council on Social Studies
NEH	National Endowment for the Humanities
NGOs	Non-governmental Organizations
NRC	National Resource Center
NSF	National Science Foundation
OPI	Oral Proficiency Interview
PDO	Pre-Departure Orientation
PhD	Doctor of Philosophy

POR	Portuguese
PRP	Policy Research Project
SALALM	Seminar on the Acquisition of Latin American Library Materials
S&P	Department of Spanish and Portuguese
SPN	Spanish
STEM	Science Technology Engineering and Math
TA	Teaching Assistant
UT	University of Texas at Austin
UTEP	University of Texas at El Paso
UTL	University of Texas Libraries
UTRGV	University of Texas Rio Grande Valley
UTSA	University of Texas at San Antonio

**LLILAS Benson Latin American Studies and Collections**  
**The University of Texas at Austin**  
**Abstract**

The University of Texas at Austin (UT) traces its commitment to Latin American Studies (LAS) to its founding in 1883, just 47 years after Texas gained independence from Mexico. UT is located in the capital city of Texas, a mere 236 miles from the Mexican border, in the heart of a growing state of 28.3 million people, of which nearly 40% are Latino/a. This uniquely positions UT to serve as a scholarly hub for Latin American studies, collections, and language instruction. With Latin America serving as the U.S.'s largest regional trade partner, LAS takes on heightened importance in our large border state, one where people of Latin American descent are projected to be the majority by 2020. Given this interdependence, weighty political, business, and social issues require Americas-wide solutions, calling UT to remain at the forefront in training scholars, teachers, and professionals with LAS language and area studies experience.

UT is one of the largest public universities in the nation, educating over 51,000 undergraduate and graduate students each year. In 2017 *U.S. News and World Report* ranked UT as the 18th top public university in the U.S., and as the 32nd best global university in 2016; 20% of UT students are Latino/a and 10% are international. UT's commitment to LAS is historic and deep, growing in depth and breadth over the last century, with the founding of the Latin American Library in 1921—now known as the world-renowned Nettie Lee Benson Latin American Collection—and the establishment of the Institute of Latin American Studies in 1940. In 2001, the receipt of a major financial gift changed the institute's name to the Teresa Lozano Long Institute of Latin American Studies (LLILAS). In 2011, LLILAS and the Benson Collection entered into a formal partnership, joining Latin American research and teaching with the acquisition and stewardship of scholarly resources. The partnership, now known as LLILAS Benson Latin American Studies and Collections, has significantly raised the profile of LAS on campus and empowered UT to serve as a leader in globalized higher education, forging new bonds between scholarship, teaching, and collections.

LLILAS Benson is one of the largest, most dynamic LAS programs in the country, with a mission to generate knowledge about Latin America and deepen mutual understanding across the Americas through teaching, collections, outreach, research, and scholarly exchange. Teaching and research are the foundation for excellence of LLILAS Benson. Our 156 faculty working in 12 colleges and schools in 41 departments across campus offer expertise in Latin America in the full range of disciplinary perspectives, from Liberal Arts to Architecture, Business, and Social Work. We teach 165 LAS courses to over 3,300 students each year, with 38 new courses added in the last four years. UT's Department of Spanish and Portuguese provides language instruction to over 4,000 students annually, enhanced by resources in the Department of Linguistics, the Texas Language Center, and the Title VI-funded Center for Open Educational Resources and Language Learning. Our undergraduate, masters, and PhD programs in LAS attract a diverse cohort of students focused on socially engaged research that prioritizes the study of cultural agency, sustainable democracy, and social inequalities. The Benson Collection, the premier Latin American academic research library in the hemisphere, attracts scholars from across the globe and grounds UT students' LAS education in a way that is unparalleled.

LLILAS Benson invests significant institutional resources into teaching, scholarship, research, and collections, with a total annual budget of over \$4.1 million. We have leveraged an additional \$3.3 million in grant funding and \$6.4 million in new endowments since 2014, increasing our innovative work and expanding our ability to support students financially. We coordinate a vibrant array of scholarly programs each year, including lectures, conferences, and workshops. Our outreach programs to K-16 educators, Minority-Serving Institutions (MSIs), community colleges, colleges of education, and the public are growing each year. These programs have major impact and reach on campus and beyond. Last year alone, we led 299 programs engaging a record high of 29,875 participants. Highly collaborative by design, these activities involved 152 partner organizations, including 48 international institutions, demonstrating our deep linkages with organizations throughout the hemisphere. Exemplifying our extensive commitment to Latin American Studies and Collections, LLILAS Benson will host the 2019 conference for the Seminar on the Acquisition of Latin American Library Materials and the 2020 conference for the Brazilian Studies Association.

From this position of strength, LLILAS Benson respectfully requests NRC and FLAS funding for the 2018-2022 grant period. The programs proposed in this application are designed to fulfill the overarching goal of the U.S. Department of Education to produce experts in LAS and less commonly taught languages (LCTLs) capable of meeting national needs in the government, business, nonprofit, and academic sectors. Through the NRC and FLAS programs detailed in this proposal, LLILAS Benson will fulfill the absolute priorities (AP) of an NRC, through programs designed to generate debate on world regions and international affairs and encourage service in areas of national need, developing open access LCTL materials, expanding Benson resources, partnering with UT professional schools, and an expanding LAS on our campus. We will fulfill the NRC AP of training K-16 educators through a vibrant and collaborative program of workshops, summer institutes, and curriculum development, producing unique, replicable, open-source resources available globally. We will achieve the first NRC competitive preference priority (CPP) by connecting underrepresented groups with LAS and languages through our deep partnerships with MSIs and community colleges, expanding partnerships with Huston-Tillotson University and Austin Community College, and entering new partnerships with public MSIs in Texas and Georgia. We will fulfill the second NRC CPP through innovative programs with the UT College of Education and a variety of teacher certification programs at UT and beyond, infusing LAS and language content into their curriculum and degree programs. We will disseminate all resources created through our NRC efforts locally, nationally, and globally, making them freely and readily available to underrepresented populations, partner organizations, fellow NRCs and academic institutions, and the general public. Through our FLAS advertisement and selection process, we will prioritize FLAS awards for students who show the greatest merit and financial need (FLAS CPP1) and will award a minimum of 25% of our FLAS fellowships for the priority languages of Portuguese and Quechua (FLAS CPP2).

The motto of the University of Texas at Austin is *what starts here changes the world*. As a comprehensive NRC and FLAS awarding institution, LLILAS Benson will embrace this audacious spirit to serve as an innovative and expansive partner with the Department of Education to train students and professionals with deep knowledge of Latin America and proficiency in Latin American languages, poised to serve in professions that meet crucial national needs, preparing them each to play their part in changing the world.

**Diverse Perspectives and Government Service**  
**LLILAS Benson, The University of Texas at Austin**

LLILAS Benson's Title VI NRC and FLAS activities will **reflect diverse perspectives and a wide range of views, and generate debate on Latin America and international affairs** in ways that will impact the study and knowledge of Latin America and its languages beyond our campus and across many disciplines and professions for years to come. The interdisciplinary nature of our program underpins this effort: with 156 faculty representing 41 academic departments, we offer courses of study that lead to BA, MA, and PhD degrees, as well as a range of dual MA degree programs, including Community and Regional Planning, Law, Public Affairs, International Policy, Geography and the Environment, and Social Work. Drawing from this wealth of resources, our public educational programs will continue to promote knowledge and understanding of Latin America through collaborations with hundreds of university, international, private, public, and nonprofit partners. These programs, which address current events of critical interest, engaged more than 10,000 participants from across the above sectors last year. As part of planned activities for the upcoming NRC/FLAS cycle, we will partner with the University of Texas (UT) Center for Global Business at the McCombs School of Business and with Hemispheres, UT's global studies consortium, to hold a biannual symposium on regulatory barriers in global health care. We will work with UT's Dell Medical School and partners in Mexico to develop a global health program and co-sponsor a binational global health conference. In partnership with the UT College of Engineering, we will develop a Maymester course in Brazil on civil engineering project management that will expose engineering students to Portuguese language, and contextualize Brazilian culture and business practices to equip the students to work in areas of national need related to Brazil.

Our commitment to open access and to serving underrepresented groups will continue to propel the growth of new digital scholarship initiatives that bring LLILAS Benson digital resources into K-16 classrooms, introducing educators and students to vulnerable primary sources, equipping educators with valuable pedagogical tools, and connecting the public with unique voices from Latin America. LLILAS Benson highly values diversity and makes an effort with each recruitment to advertise opportunities to a diverse audience. We strive to maintain a workplace that reflects and represent our students and the region in which we work. To further diversify the field of Latin American Studies (LAS), create a more inclusive campus, and tap the unique talents of UT's growing population of Latin America heritage learners, we will engage Spanish-proficient LAS majors to serve as student ambassadors, conducting targeted outreach to students with Spanish-speaking parents at events like new student orientation, which serves nearly 10,000 incoming students and their families. Beyond our campus, we will continue our work to internationalize education in Texas and nationally through partnerships with Title VI centers, school districts, MSIs, community colleges, and K-16 teacher preparation programs, leading to the production of training, curricula, and distance learning resources on a diverse array of topics, disciplines, geographic regions, and languages.

## **Diverse Perspectives and Government Service**

### **LLILAS Benson, The University of Texas at Austin**

Ideally positioned geographically, and with a long-standing and deep commitment to Latin American Studies, LLILAS Benson proposes NRC and FLAS activities that are designed to **encourage government service in areas of national need and to develop a diverse corps of professionals with the language and area studies expertise needed to serve the education, business, and nonprofit sectors**. Federal agency heads identify Portuguese and Quechua as priority languages, and Central and South America and the Caribbean as priority world regions. Latin America is the largest regional trade partner of the U.S.; therefore, language and area expertise play a crucial role in building and maintaining these economic relations.

Building upon our institutional excellence and the success of our current programs, our proposed NRC/FLAS initiatives will achieve significant long-term impact regionally, nationally, and internationally in three crucial ways. First, NRC funds further position the University of Texas (UT) to develop a pipeline of students and professionals with advanced language proficiency and extensive knowledge of Latin America, poised to serve in professions that meet crucial national needs in government, business, the nonprofit sector, and education. We will achieve this through strong partnerships with community colleges and MSIs, outreach and teacher training programs, and close collaboration with UT professional schools and the UT College of Education. We will also achieve it by supporting educators to incorporate Benson Collection resources into curriculum from kindergarten through college. In keeping with our core academic mission, our training of university students will ensure that the US workforce continues to benefit from graduates equipped with interdisciplinary skills who are knowledgeable in Latin American studies and languages. Through the FLAS program, we will increase access to high-quality curricula for advanced Portuguese, Quechua, and other indigenous language instruction across the disciplines and professions, and offer continued support through the programmatic engagement and professional mentorship we afford all of our graduate students.

Second, NRC funds will enable us to further serve as leaders in instruction and curriculum development of Latin American LCTLs, through the ongoing development of open-access curriculum in K'iche', Nahuatl, Quechua, and Portuguese. These efforts build upon our three-pronged Indigenous Language Initiative, which focuses on the instruction, archiving, and research of Latin American indigenous languages, creating global resources that help develop experts in priority languages who can meet crucial national needs, from service in the Peace Corps to leadership in international business, the energy sector, engineering, and beyond.

Finally, LLILAS Benson will elevate the field of LAS by furthering the reach of our programs at UT and growing the number of students majoring, minoring, and enrolling in LAS classes. We will support the research of our faculty and librarians, who serve as pioneers in the field. We will leverage our position as an NRC to engage public and private foundations with our mission and attract additional funding for national and global resources. Ultimately, we will deepen our linkages with institutions in Latin America, training students, building collections, and disseminating research to further educate the world about the importance of Latin America.



**LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS**  
**THE UNIVERSITY OF TEXAS AT AUSTIN**

**APPENDIX A. CURRICULUM VITAE AND POSITION DESCRIPTIONS**

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POSITION DESCRIPTIONS_____	A-98

**LANGUAGE PROFICIENCY KEY: 1 = BEG LOW – 5 = ADV HIGH/NATIVE**

# LLLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS

## INDEX OF AFFILIATED FACULTY

College	Department	Faculty Name		Rank	Index Page
<b>Cockrell School of Engineering</b>	Civil Engineering	McKinney	Daene	Professor	54
	Engineering	Leite Lustosa	Fernanda	Associate Professor	48
<b>College of Communication</b>	Journalism	Alves	Rosental C.	Professor	13
	Journalism	DeCesare	Donna	Associate Professor	26
	Radio, Television and Film	Ramírez-Berg	Charles	Professor	65
	Radio, Television and Film	Straubhaar	Joseph D.	Professor	75
<b>College of Education</b>	Curriculum and Instruction	Callahan	Rebecca	Assistant Professor	19
	Curriculum and Instruction	Cervantes-Soon	Claudia	Associate Professor	23
	Curriculum and Instruction	Urrieta Jr.	Luis	Professor	78
	Educational Administration	Somers	Patricia	Associate Professor	74
	Educational Psychology	Ainslie	Ricardo	Professor	11
	Educational Psychology	Rodriguez	Erin	Associate Professor	66
	Educational Psychology	Sanchez	Delida	Assistant Professor	71
	Kinesiology	Pinedo	Miguel	Associate Professor	61
<b>College of Fine Arts</b>	Art and Art History	Edelen Nelson	Adele	Assistant Professor	58
	Art and Art History	Flaherty	George	Associate Professor	33
	Art and Art History	Guernsey	Julia	Professor	40
	Art and Art History	Runggaldier	Astrid	Lecturer	70
	Art and Art History	Stuart	David	Professor	76
	Music	Moore	Robin	Professor	57
	Music	Turci-Escobar	John R	Assistant Professor	77
	Theater & Dance	Bonin Rodriguez	Paul	Assistant Professor	16
	Theater and Dance	Schroeder-Arce	Roxanne	Associate Professor	72
<b>College of Liberal Arts</b>	African and African Diaspora Studies	Afolabi	Omoniyi	Associate Professor	11
	African and African Diaspora Studies	Burrowes	Nicole	Assistant Professor	18
	African and African Diaspora Studies	Jimenez	Monica	Assistant Professor	44
	African and African Diaspora Studies	Makalani	Minkah	Associate Professor	53



College	Department	Name		Rank	Index Page
College of Liberal Arts (cont.)	American Studies	Guidotti - Hernandez	Nicole	Associate Professor	40
	Anthropology	Covey	Allan	Associate Professor	23
	Anthropology	Di Fiore	Anthony	Associate Professor	27
	Anthropology, African and African Diaspora Studies	Gill	Lyndon	Assistant Professor	37
	Anthropology, African and African Diaspora Studies	Gordon	Edmund T.	Associate Professor	39
	Anthropology	Menchaca	Martha	Professor	55
	Anthropology	Merabet	Sofian	Associate Professor	56
	Anthropology	Rodriguez-Alegria	Enrique	Associate Professor	68
	Anthropology	Smith	Christen	Associate Professor	74
	Anthropology	Valdez Jr.	Fred	Professor	79
	Anthropology	Wade	Mariah D.	Associate Professor	80
	Anthropology	Wilson	Samuel	Professor	82
	Economics	Linden	Leigh	Associate Professor	49
	English	Morán González	John	Professor	57
	English, African and African Diaspora Studies	Wilks	Jennifer	Associate Professor	82
	Geography and the Environment	Arima	Eugenio	Assistant Professor	14
	Geography and the Environment	Beach	Timothy	Professor	16
	Geography and the Environment	Crews-Meyer	Kelley	Associate Professor	24
	Geography and the Environment	Doolittle	William E.	Professor	29
	Geography and the Environment	Knapp	Gregory	Associate Professor	45
	Geography and the Environment	Latrubesse	Edgardo	Professor	47
	Geography and the Environment	Luzadder Beach	Sheryl	Professor	51
	Geography and the Environment	Pérez	Francisco	Professor	61

College	Department	Name		Rank	Index Page
College of Liberal Arts (cont.)	Geography and the Environment	Polk	Molly	Lecturer	63
	Geography and the Environment	Torres	Rebecca	Associate Professor	77
	Geography and the Environment	Young	Kenneth R.	Professor	84
	Government	Brinks	Daniel	Associate Professor	17
	Government	Elkins	Zachary	Associate Professor	31
	Government	Findley	Michael	Associate Professor	33
	Government	Greene	Kenneth	Associate Professor	39
	Government	Hunter	Wendy	Professor	43
	Government	Leal	David L.	Professor	48
	Government	Madrid	Raúl L.	Professor	52
	Government	Rivera	Michael	Assistant Professor	66
	Government	Weyland	Kurt	Professor	81
	History	Brown	Jonathan C.	Professor	18
	History	Butler	Matthew	Associate Professor	19
	History	Cañizares-Esguerra	Jorge	Professor	20
	History	Deans-Smith	Susan	Associate Professor	26
	History	Garfield	Seth	Professor	36
	History	Garrard	Virginia	Professor	9
	History	Raby	Megan	Assistant Professor	64
	History	Freng-String	Joshua	Assistant Professor	35
	History	Twinam	Ann	Professor	78
	History	Vong	Sam	Assistant Professor	79
	History	Zamora	Emilio	Professor	84
	Jewish Studies	Rosenberg-Weinreb	Amelia	Lecturer	69
	Linguistics	Crowhurst	Megan	Associate Professor	25
	Linguistics	England	Nora	Professor	31
	Linguistics	Epps	Patience Louise	Professor	32
	Linguistics	Law	Danny	Assistant Professor	47
	Linguistics	Quinto Pozos	David	Associate Professor	64

College	Department	Name		Rank	Index Page
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	LLILAS & Anthropology	Canova	Paola	Assistant Professor	21
	LLILAS AAAD	Paixao	Marcelo	Associate Professor	59
	LLILAS	Zazueta	Pilar	Lecturer	85
	LLILAS & Department of Spanish and Portuguese	Romero	Sergio	Associate Professor	68
	LLILAS & Sociology	Fridman	Daniel	Assistant Professor	35
	LLILAS & Department of Spanish and Portuguese	Leu	Lorraine	Associate Professor	49
	LLILAS & History	del Castillo	Lina	Assistant Professor	27
	LLILAS & Geography & the Environment	Ramos	Carlos	Assistant Professor	65
	MALS	Alvarez	CJ	Assistant Professor	13
	MALS	Gutierrez	Laura G	Associate Professor	41
	MALS	Mena	Olivia	Lecturer	55
	Religious Studies	Crosson	Brent J.	Assistant Professor	24
	Spanish and Portuguese	Almeida	Jacqueline Toribio	Professor	12
	Spanish and Portuguese	Arroyo - Martinez	Jossianna	Professor	15
	Spanish and Portuguese	Borge	Jason	Associate Professor	17
	Spanish and Portuguese	Cárcamo-Huechante	Luis	Associate Professor	22
	Spanish and Portuguese	Dominguez-Ruvalcaba	Hector	Professor	28
	Spanish and Portuguese	Flanzer	Vivian	Lecturer	34
	Spanish and Portuguese	Kelm	Orlando	Associate Professor	44
	Spanish and Portuguese	Koike	Dale	Professor	45
	Spanish and Portuguese	Lindstrom	Naomi	Professor	50
	Spanish and Portuguese	McDonough	Kelly	Assistant Professor	54
	Spanish and Portuguese	Sutherland-Meier	Madeline	Associate Professor	76
	Spanish and Portuguese	Polit	Gabriela	Associate Professor	62
	Spanish and Portuguese	Roncador	Sonia	Associate Professor	69
	Spanish and Portuguese	Salgado	César	Associate Professor	71
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	Sociology	Angel	Ronald J.	Professor	14

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<b>College of Liberal Arts (cont.)</b>	Sociology	Auyero	Javier	Professor	10
	Sociology	Gonzalez-Lopez	Gloria	Professor	38
	Sociology	Marteletto	Leticia	Associate Professor	53
	Sociology	Potter	Joseph	Professor	63
	Sociology	Rodriguez	Nestor	Professor	67
<b>College of Natural Sciences</b>	Biological Sciences	Ryan	Michael J.	Professor	70
	Integrative Biology (Zoology)	Cannatella	David	Associate Professor	21
	Integrative Biology (Zoology)	Gilbert	Lawrence E.	Professor	36
	Integrative Biology (Botany)	Panero	José L.	Associate Professor	59
	Integrative Biology	Simpson	Beryl B.	Professor	73
<b>Jackson School of Geosciences</b>	Geosciences	Austin	James	Professor	15
	Geosciences	Dalziel	Ian	Professor	25
	Geological Sciences	Horton	Brian	Associate Professor	42
	Geological Sciences	Kyle	J. Richard	Associate Professor	46
	Geosciences	Pinon	Jorge	Research Fellow	62
<b>LBJ School of Public Affairs</b>	Public Affairs	Eaton	David	Professor	30
	Public Affairs	Flamm	Kenneth	Professor	34
	Public Affairs	Patel	Raj	Research Professor	60
	Public Affairs	Rodriguez	Victoria	Professor	67
	Public Affairs	Stolp	Chandler	Associate Professor	75
	Public Affairs	Ward	Peter	Professor	80
<b>McCombs School of Business</b>	Business School/Bureau of Business Research	Echeverri-Carroll	Elsie	Researcher	30
	Marketing	Gillespie	Kate	Associate Professor	37
	Marketing	Mackie	Kate	Lecturer	51
<b>School of Architecture</b>	Architecture	Diaz Montemayor	Gabriel	Assistant Professor	28
	Architecture	Ibarra-Sevilla	Benjamin	Assistant Professor	43
	Architecture	Lara	Fernando	Associate Professor	46
	Architecture	Lopez	Sarah	Assistant Professor	50
	Architecture	Miró	Juan	Professor	56
	Community & Regional Planning	Sletto	Bjorn	Associate Professor	73
	Community & Regional Planning	Wilson	Patricia A.	Professor	83

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<b>School of Law</b>	Law	Albert	Richard	Professor	12
	Law	Dulitzky	Ariel	Clinical Professor	29
	Law	Engle	Karen	Professor	32
	Law	Gilman	Denise	Clinical Professor	38
	Law	Hansen	Patricia	Professor	42
<b>School of Social Work</b>	Social Work	Calzada	Esther	Associate Professor	20
	Social Work	Castro	Yessenia	Assistant Professor	22
	Social Work	Gulbas	Lauren	Assistant Professor	41
	Social Work	Magana	Sandy	Professor	52
	Social Work	Parra-Cardona	Jose Ruben	Associate	60
	Social Work	Padilla	Yolanda	Professor	58
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# LLLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS

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## **VIRGINIA GARRARD**

DIRECTOR, LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS  
PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., History, Tulane University, 1986

**Expertise:** Religion and identity in Central American history: history of Guatemala; ethnicity and religion in Latin America; human rights in Latin America, Latin America in the Cold War

**Field Experience:** Guatemala, Mexico, Costa Rica, Nicaragua, El Salvador, Honduras, Brazil, Bolivia, Haiti, Cuba

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 24/10

**Lang. Proficiency:** Spanish: 4, Portuguese: 2, Yucatec Maya: 1, Latin: 1, Danish: 1

**Recent LAS Courses (4):** Central American Revolutions through Digital Archives; Guatemalan History thru the National Police Archive, Religious Traditions in Latin America, History of Society in Modern Central America

### **Recent Publications:**

Garrard, Virginia, Bryan McCann, and Peter Henderson. *History of Modern Latin America and the World* (textbook), Oxford University Press, 2018. Garrard, Virginia, Susan Fitzpatrick-Behrens, and David Orique, *The Oxford Handbook of Latin American Religions*. New York: Oxford University Press, 2018.

Garrard-Burnett, Virginia, Paul Freston, and Stephen C. Dove, eds. *The Cambridge History of Religions in Latin America*. Cambridge University Press, 2016.

Garrard-Burnett, Virginia. *Terror in the Land of the Holy Spirit: Guatemala Under General Efraín Ríos Montt, 1982-1983*. Oxford University Press, 2010. Spanish edition: *Terror en la tierra del Espíritu Santo: Guatemala bajo General Efraín Ríos Montt, 1982-1983*, translated by Ronald Flores. Guatemala: AVANCSO, 2013.

Garrard-Burnett, Virginia, Mark Atwood Lawrence and Julio Moreno, eds. *Beyond the Eagle's Shadow: New Histories of Latin America's Cold War*. University of New Mexico Press, 2013

"Dissenting Religion: Protestantism in Latin America," in Jehu J. Hanciles, ed. *The Oxford History of Protestant Dissenting Traditions: Vol. IV: The Twentieth Century: Traditions in a Global Context*, (Oxford forthcoming University Press, 2018).

"Living with Ghosts: Exhumations and Historic Memory in Guatemala," in Roberta Villalón, ed. *Memory, Truth and Justice in Contemporary Latin America*, (Roman and Littlefield, 2017).

"Toward a Pentecostal Hermeneutics of Social Engagement in Central America? Bridging the Church and the World in El Salvador and Guatemala," in Martin Lindhardt, ed. *Winds of Change. New Ways of Being Pentecostal in Latin America*. Lexington Books, 2016.

"Responses of the Churches to Political Violence in Central America: From Liberation Theology to Human Rights Past and Present," in Alexander Wilde, ed., *Religion and Violence in Latin America*. University of Notre Dame Press 2016. Simultaneous publication in Spanish as "La Respuesta de Iglesia a la Violencia Política en Centroamérica: de la Teología de la Liberación a los Derechos Humanos," in *Las Iglesias ante la violencia en América Latina: los derechos en el pasado y el present*, Alexander Wilde, coordinator, Mexico: FLACSO, 2016.

**Distinctions:** Chair for Western Hemispheric Trade Studies; Joe R. & Teresa Lozano Long Endowed Professor; Andrew W. Mellon Foundation Faculty Fellow in Latin American Studies; 2016, Durstan R McDonald Teaching Award, Seminary of the Southwest, Austin, Texas; Mellon summer research grant, 2016, University of Texas Humanities Institute Fellow, 2015; Institute of Historical Studies Fellow, 2014. Walter Prescott Webb Chair in History, 2013-2015;

## **JAVIER AUYERO**

DIRECTOR OF PUBLIC PROGRAMS LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS  
EX OFFICIO MEMBER OF THE LLILAS EXECUTIVE COMMITTEE  
PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D. (with honors), Sociology, The New School for Social Research, 1998

**Expertise:** Poverty and Marginality in Latin America, Urban Violence, Environmental Studies, Collective Action, Ethnography.

**Field Experience:** Argentina, Ecuador, United States

**Percent Time Dedicated to LAS:** 90%

**Dissertations/Theses in Past 5 years:** 12/3

**Language Proficiency:** Spanish:5

**LAS Courses (2):** Politics and Society in Latin America, Poverty and Marginality in Latin America

### **Publications:**

Forthcoming - With Katherine Sobering. The Ambivalent State. Police-Trafficker Collusion at the Urban Margins. Oxford University Press.

Auyero, J., & Sobering, K. (2017, December). Violence, the State, and the Poor: A View from the South. In Sociological Forum (Vol. 32, No. S1, pp. 1018-1031).

Collins, C., Jensen, K., & Auyero, J. (2017). A Proposal for Public Sociology as Localized Intervention and Collective Enterprise: The Makings and Impact of Invisible in Austin. Qualitative Sociology, 40(2), 191-214.

Auyero, J., & Benzecry, C. (2017). The Practical Logic of Political Domination: Conceptualizing the Clientelist Habitus. Sociological Theory, 35(3), 179-199.

Auyero, J., & Berti, M. F. (2015). In harm's way: the dynamics of urban violence. Princeton University Press. With Nancy Scheper-Hughes and Philippe Bourgois (editors). Violence at the Urban Margins. New York: Oxford University Press.

Fischer, B., McCann, B., & Auyero, J. (Eds.). (2014). Cities from scratch: Poverty and informality in urban Latin America. Duke University Press.

Auyero, J., de Lara, A. B., & Berti, M. F. (2014). Uses and forms of violence among the urban poor. Journal of Latin American Studies, 46(3), 443-469.

Auyero, J., Burbano de Lara, A., & Berti, M. F. (2014). Violence and the State at the Urban Margins. Journal of Contemporary Ethnography, 43(1), 94-116.

**Distinctions:** Joe R. & Teresa Lozano Long Endowed Professor; Academic Enrichment Fund Award (2017); Award for Distinction in Teaching sponsored by Phi Beta Kappa, 2015; Raymond Dickson Centennial Endowed Teaching Fellowship, 2013-2014; Harry Frank Guggenheim Fellowship, 2012; National Science Foundation. Research Grant. Project: Violence in Urban Communities, 2012. National Science Foundation. Research Grant. Project: Risk Frames and Collective Action in Latin America, 2012. American Council of Learned Societies Fellowship, 2008. National Science Foundation. Research Grant. Project: Food Riots and the Dynamics of Collective Violence, 2007. Harry Frank Guggenheim Fellowship, 2005. The John Simon Guggenheim Memorial Foundation Fellowship 2000-2001. Robert Park Best Book Award from the Urban Sociology/Community section, American Sociological Association for In Harm's Way. Mirra Komarovsky Best Book Award from the Eastern Sociological Society for Flammable. Robert Park Best Book Award from the Urban Sociology/Community section, American Sociological Association for Flammable. Charles Tilly Best Book Award from the Collective Behavior and Social Movements section, American Sociological Association for Flammable. Best Book Award from the Association for Humanist Sociology for Flammable. Political Sociology Section Book Award for Distinguished Contribution to Scholarship, American Sociological Association, for Routine Politics and Collective Violence in Argentina. New England Council for Latin American Studies, Best Book Prize, Poor People's Politics, 2001. C. Wright Mills Award Finalist, Poor People's Politics, 2001.



## **OMONIYI AFOLABI**

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D. Luso-Brazilian Studies, University of Wisconsin - Madison, 1997

**Expertise:** Afro-Brazilian Cultural Production

**Field Experience:** Brazil

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 12 /0

**Language Proficiency:** Portuguese:5

**LAS Courses (3):** AFRO-BRAZILIAN DIASPORA, BRAZILIAN STUDIES, AFRO-LUSO-BRAZILIAN WORLDS

### **Publications:**

Afolabi, N. (2017). Paradigmatic Crossroads of the Atlantic World. In N. Afolabi (Ed.), The Yoruba in Brazil, Brazilians in Yorubaland. Durham: Carolina Academic Press. 3-19.

Afolabi, N. (2017). Encruzilhadas Paradigmáticas do Mundo Atlântico Iorubano. In N. Afolabi (Ed.), The Yoruba in Brazil, Brazilians in Yorubaland. Durham: Carolina Academic Press. 43-61.

Afolabi, Niyi and Toyin Falola, eds. The Yoruba in Brazil, Brazilians in Yorubaland. Durham: Carolina Academic Press, 2017. 443 + xx pp.

**Distinctions:** Warfield Center for Africa and African American Studies Research Award, 2008-2014

Tower Award recipient of the Outstanding Academic Service Learning Professor Award, 2013

## **RICARDO AINSLIE**

DIRECTOR OF THE MEXICO CENTER & MEMBER OF THE LLILAS EXECUTIVE COMMITTEE

PROFESSOR, EDUCATIONAL PSYCHOLOGY, COLLEGE OF EDUCATION (TENURED)

**Education:** Ph.D., Clinical Psychology) University of Michigan, 1979

**Expertise:** Mexican drug war; social fabric; traumatized communities; immigration

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 8/0

**Language Proficiency:** Spanish:5

**LAS Courses (3):** Upper-Division Seminar., Qualitative Research Methods., Rorschach and Thematic Apperception Test Interpretation,

### **Publications:**

Ainslie, R.C.; McDermott, H.. & Guevara, C. (in press). "Therapeutic challenges of Latin American Migrants Fleeing Violent Communities." In: Christian, C. & Gherovici, P. (Eds). Psychoanalysis in the Barrios. Oxon:UK.

Ainslie, R.C. (2017). "Immigration, psychic dislocation, and the recreation of community." Psychoanalytic Review, 104(6), 695-706.

Ainslie, R. "Intervention strategies for addressing collective trauma: Healing communities ravaged by racial strife." In: Alpert, Judith. and Goren, Elizabeth (Eds.) Psychoanalysis, Trauma, and Community: History and Contemporary Reappraisals. Taylor and Francis, Routledge (2017) Oxon:UK.

Sandoval, L. R., Buckey, J. C., Ainslie, R., Tombari, M., Stone, W., & Hegel, M. T. (2017). Randomized Controlled Trial of a Computerized Interactive Media-Based Problem Solving Treatment for Depression. Behavior Therapy, 48(3), 413-425.

**Distinctions:** Committee on Multicultural Concerns, Division of Psychoanalysis, Leadership Award April 2015; Psychoanalysis and Social Responsibility Achievement Award, 2012; Congressional Testimony, "US Homeland Security Role in the Mexico War against Drug Cartels", March 2011; Dean's Faculty Fellowship, College of Education, Fall 2010; Fellow of the John Simon Guggenheim Memorial Foundation, 2010-2011

## **RICHARD ALBERT**

PROFESSOR, SCHOOL OF LAW (TENURED)

**Education:** JD, Yale; LLM, Harvard

**Expertise:** Constitutional law

**Field Experience:** Mexico

**Language Proficiency:** French 5 Spanish 4

**Publications:**

Richard Albert, Formas y función de la enmienda constitucional (Universidad Externado de Colombia 2017).

## **JACQUELINE TORIBIO ALMEIDA**

PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** PhD. Linguistics, Cornell University, 1993

**Expertise:** Spanish language linguistics, sociolinguistics

**Field Experience:** Dominican Republic; Haiti; U.S. Latino Communities

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 35 / 3

**Language Proficiency:** Spanish:5

**LAS Courses (2):** Intro To Hispanic Linguistics, Practical Phonetics, Borrowing Code Switching, Intro to Theory and Research of Linguistic

**Publications:**

Bullock, Barbara E. & Toribio, Almeida Jacqueline. Forthcoming, February 2018. The sociolinguistics of bilingualism. An Introduction to Bilingualism: Principles and Processes (2nd edition), J. Altarriba & R. Heredia (eds.). New York: Routledge.

Frank, Joshua & Toribio, Almeida Jacqueline. 2017. Multiple-que constructions in Cuban Spanish: Towards a theory of performance. CubanSpanish Dialectology: Variation, Contact and Change, A. Cuza (ed.), 119-134. Georgetown University Press.

Toribio, Almeida Jacqueline. 2017. Structural approaches to code-switching: Research then and now. Romance Languages and Linguistic Theory 12: Selected papers from the 45th Linguistic Symposium on Romance Languages, Campinas, Brazil, R. Lopes, J. Ornelas de Avelar & S. Cyrino (eds.), 213-233. New York: John Benjamins.

Bullock, Barbara E. & Toribio, Almeida Jacqueline. 2016. A new look at heritage Spanish and its speakers. In Advances in Spanish as a Heritage Language, D. Pascual y Cabo (ed.), 27-50. New York: John Benjamins.

Bullock, Barbara E. & Toribio, Almeida Jacqueline Toribio. 2015. An experimental approach to hypercorrection in Dominican Spanish. Hispanic Linguistics at the Crossroads. Theoretical linguistics, language acquisition and language contact. Proceedings of the Hispanic Linguistics Symposium 2013, R. Klassen, J. Liceras & E. Valenzuela (eds.), 251-268. New York: John Benjamins.

**Distinctions:** Fellowships in progress; "Language mixing in indigenous languages" (Lozano Long Institute for Latin American Studies, Mexican Center), and "Language, race, and identity among second-and third-generation Dominican-Americans" (Dominican Studies Institute, City University of New York).

2015. Lozano Long Institute for Latin American Studies, Argentine Studies Program; The social stratification of English in Argentine colloquial speech; Jacqueline Larsen Serigos, Co-PI; Almeida Jacqueline Toribio, Co-PI.

## **CJ ALVAREZ**

ASSISTANT PROFESSOR, MEXICAN AMERICAN AND LATINO STUDIES, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** PhD, History, University of Chicago, Chicago, IL, 2014

**Expertise:** U.S./ Mexico relations and history of Mexico's Northern border

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 30-50%

**Dissertations/Theses in Past 5 years:** 1

**Language Proficiency:** Spanish: 4

**LAS Courses (1):** Infrastructure of US/Mexico Border

### **Publications:**

"The Border and the Foot-and-Mouth Disease Outbreak in Mexico, 1947-1952," submitted to Modern American History, April 2018.

"The United States-Mexico Border," Oxford Research Encyclopedia of American History, March, 2017.

"Inventing the U.S.-Mexico Border," in James T. Sparrow, Stephen Sawyer, and William J. Novak, eds., Boundaries of the State in U.S. History (Chicago: University of Chicago Press, 2015), 79-100.

### **Distinctions:**

2011 Predoctoral Fellowship, Center for International Security and Cooperation, Stanford University

2011 National Endowment for the Humanities Seminar for College and University Teachers, UCLA

## **ROSENAL C. ALVES**

DIRECTOR OF THE KNIGHT CENTER FOR JOURNALISM IN THE AMERICAS

PROFESSOR, JOURNALISM, COLLEGE OF COMMUNICATION (TENURED)

**Education:** BA in journalism, Federal University of Rio de Janeiro, 1976

**Expertise:** Online/multimedia journalism; journalism in the Americas; evolution of the news industry

**Field Experience:** Brazil; Mexico

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 5/0

**Language Proficiency:** Spanish:5 Portuguese:5

**LAS Courses (2):** Journalism and Press Freedom In Latin America, Reporting Latin America

### **Publications:**

Schmitz Weiss, A., de Macedo Higgins Joyce, V., Saldaña, M., & Alves, R. C. (2017). Latin American Investigative Journalism Education: Learning Practices, Learning Gaps. Journalism & Mass Communication Educator, 72(3), 334-348.

Saldaña, M., de Macedo Higgins Joyce, V., Schmitz Weiss, A., & Alves, R. (2016). Sharing the stage, analysis of social media adoption by Latin American journalists. Journalism Practice, DOI: 10.1080/17512786.2016.115181

The Portuguese Language in the Emerging Media Ecosystem, chapter of the book Communication and Citizenship: Rethinking Crisis and Change, editors Manuel Pinto and Helena Sousa, 2011, Grácio Editor, Coimbra, Portugal.

**Distinctions:** Special presentation at the World News Media Congress of WAN-IFRA (World Association of Newspapers and News Publishers) in Cartagena, Colombia, on June 14, 2016. Keynote speech at the presentation of Article 19 annual report on attacks against the press in Mexico, in Mexico City on March 17, 2016. Keynote presentation in the International Conference on Journalism at the University of San Francisco of Quito, in Quito, Ecuador, November 21, 2014. Keynote presentation at the 1st International Congress of the Chile Chapter of the Spanish-American Society of Journalism (SEAP-Chile), at Universidad Mayor, in Santiago, Chile, September 5-6, 2013.

## **RONALD J. ANGEL**

PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Sociology University of Wisconsin, 1981

**Expertise:** medical sociology, social welfare, poverty and minorities, demography and epidemiology, research methods and statistics, support of older citizens in Mexico, Chile, and Argentina

**Field Experience:** Mexico, Chile, Argentina

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 2/5

**Language Proficiency:** Spanish:5 Portuguese:2 French:4

**LAS Courses (1):** NGOs In Developing World

### **Publications:**

Angel, Ronald J. and Jacqueline L. Angel. 2018. Family, Intergenerational Solidarity, and Post-Traditional Society. New York, NY: Routledge.

Angel, Jacqueline, L., Ronald J. Angel, Mariana López-Ortega, Luis Miguel Gutiérrez Robledo, Robert B. Wallace. 2016. "Institutional Context of Family Eldercare in Mexico and the United States: Brief Report." Journal of Cross-Cultural Gerontology: 31(3): 1-10. DOI 10.1007/s10823-016-9291-3

Angel, Ronald J. and Jacqueline L. Angel. 2015. Latinos in an Aging World. New York, NY: Routledge.

Angel, Ronald J. and Javier Pereira. 2015. "Pension Reform, Civil Society, and Old Age Security in Latin America." Pp. 393-411 in William Vega, Kyriakos Markides, Jacqueline Angel, and Fernando Torres-Gil (eds.) Challenges of Latino Aging in the Americas. New York: Springer.

**Distinctions:** Co-investigator, NIH National Center on Minority Health and Health Disparities, 2010-2012

Pearmain Prize for Excellent Research on Aging, University of Southern California, School of Social Work, 2012

Member, Board of Scientific Counselors, National Center for Health Statistics of the Centers for Disease Control and Prevention (CDC), 2007 – 2011.

## **EUGENIO ARIMA**

ASSOCIATE PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** PhD, Geography, Michigan State University, 2005

**Expertise:** human-environment interactions; land change science; GIS/Science; applied quantitative methods

**Field Experience:** Brazil, Ecuador, Peru

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 8/7

**Language Proficiency:** Spanish:2 Portuguese:5

**LAS Courses (3):** Environmental Geographic Info Systems., Topics in Geography, Advanced Geog. Information Systems

### **Publications:**

Pfaff, A.S., Robalino, J., Reis, E.J., Walker, R., Perz, S., Laurance, W., Bohrer, C., Aldrich, S., Arima, E., Caldas, M. and Kirby, K.R., 2018. Roads & SDGs, tradeoffs and synergies: Learning from Brazil's Amazon in distinguishing frontiers. *Economics: The Open-Access, Open-Assessment E-Journal*, 12 (2018-11), pp.1-26.

Richards, P., Arima, E., VanWey, L., Cohn, A., & Bhattarai, N. (2017). Are Brazil's deforesters avoiding detection? *Conservation Letters* DOI: <http://dx.doi.org/10.1111/conl.12310>.

Tasker, K.A., & Arima, E. Y. (2016). Fire regimes in Amazonia: the relative roles of policy and precipitation. *Anthropocene*, 14, 46-57.

**Distinctions:** 2016-2017 'Climate-change, agricultural development, and water resources in the MATOPIBA Region, Brazil' (PI), University of Brasilia, CNPq –Brazil. US\$86,532; 2015-2017 'Socio-Environmental Risk Assessment: Climate Change in the MATOPIBA Region, Brazil' (PI), University of Brasilia, CNPq –Brazil, US\$59,030; 2012-2016 'Contentious Land Change in the Eastern Amazon' (PI of subcontract), (NSF), 2012-2016. Subcontract –\$34,432

LLILAS Benson, The University of Texas at Austin – Appendix A: Curriculum Vitae and Position Descriptions A - 14

## **JOSSIANNA ARROYO -MARTINEZ**

PROFESSOR, SPANISH AND PORTUGUESE, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS  
(TENURED)

**Education:** Ph.D., Hispanic Languages and Literatures, University of California at Berkeley, 1993

**Expertise:** Contemporary Latin American and Caribbean literature; modernism from a comparative perspective

**Field Experience:** Cuba, Puerto Rico, Dominican Republic, U.S. Latino and Afro-Latino Urban Centers (New York City, Miami), Mexico

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 15/2

**Language Proficiency:** Spanish: 5, Portuguese: 4, French: 3

**LAS Courses (9):** Afro-Latinos Memory Lit Cul, Afro-Caribbean Diasporas, Intro To Lit And Cult Theory, TECH: Slavery/ Capital/Culture, Literature/ Culture/ Performance in Global Times, Afro-Latinos: Polit/ Cul/ Memory, Race and Servitude in Brazil, Teaching Practicum

### **Publications:**

Arroyo, J. "Imagen y grafía: una lectura de los documentales "donde" y "La ciudad perdida" de Eduardo Lalo." *Asedios a las textualidades de Eduardo Lalo*. Edited by Aurea María Sotomayor. Buenos Aires: Corregidor, 2017.

Arroyo, J. "Living the Political: Julia de Burgos and Lolita Lebrón." *Untendered Eyes: Literary Politics of Julia de Burgos*. CENTRO Journal of Puerto Rican Studies. XXVI.2 (Fall, 2014): 128-55.

Arroyo, Jossianna. *Writing Secrecy in Caribbean Freemasonry*. New York: Palgrave Macmillan, 2013.

Arroyo, Jossianna and Marchant, Elizabeth A. "Introduction." *Comparative Literature Studies*. 49.2 (2012): 163-166.

Arroyo-Martínez, Jossianna. "Cuban Fiestas." *Review: Literature and Arts of the Americas* 45.1 (2012): 138-139.

**Distinctions:** Keynote for the conference "Global Movements, Local Histories: Diaspora, Migration, Representation." Wayne State University, April 9, 2016. Mellon Visiting Professorship of the African Diaspora, Lewis and Clark College, Department of Foreign Languages and Latin American Studies, 2012.

## **JAMES AUSTIN**

SENIOR RESEARCH SCIENTIST, GEOSCIENCES, JACKSON SCHOOL OF GEOSCIENCES (NON-TENURED)

**Education:** Ph.D., M.I.T., 1979

**Expertise:** evolution of marine and lacustrine environments

**Field Experience:** Antarctica, Southern Gulf of Mexico

**Percent Time Dedicated to LAS:** % 25

**Dissertations/Theses in Past 5 years:** 2/1

### **Publications:**

Waldmann, Nicolás, Ana Maria Borromei, Cristina Recasens, Daniela Olivera, Marcelo A. Martínez, Nora I. Maidana, Daniel Ariztegui, James A. Austin Jr, Flavio S. Anselmetti, and Christopher M. Moy. "Integrated reconstruction of Holocene millennial-scale environmental changes in Tierra del Fuego, southernmost South America." *Palaeogeography, Palaeoclimatology, Palaeoecology* 399 (2014): 294-309.

Goff, John A., Austin, James A., and Fulthorpe, Craig. "Reinterpretation of the Franklin "Shore" in the Mid-Atlantic bight as a paleo-shelf edge." *Continental Shelf Research*. 60 (2013): 64-69.

**Distinctions:** 2012-present - Associate Director, International Relations, UTIG; NOAA: Member, Ocean Exploration Advisory Working Group, 2006-Present; Career Service Award to Scientific Ocean Drilling - ECORD/NSF, 2012

## **TIMOTHY BEACH**

PROFESSOR, DEPARTMENT GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., 1989, University of Minnesota: Major: Geography/Geomorphology

**Expertise:** human impacts on geomorphology, soils, paleoecology, and hydrology; geoarchaeology, paleoclimatology, and agro-ecosystems in Central America

**Field Experience:** Belize, Mexico, Guatemala, Nicaragua, Colombia, Peru

**Percent Time Dedicated to LAS: 100%**

**Dissertations/Theses in Past 5 years: 1/5**

**Language Proficiency:** 4

**LAS Courses (2):** Seminar on the Geoarchaeology of Mesoamerica; Climate and Humanity: Past and Future

### **Publications:**

Beach, T., S. Luzzadder-Beach, C. Doyle, and W. Delgado (accepted 2-2017) Environments of El Zotz: Water and Soil Chemistry, the El Zotz Dam, and Long-Term Environmental Change. In: Thomas G. Garrison and Stephen Houston (Eds.) An Inconstant Landscape: The Archaeology of El Zotz, Guatemala, The University Press of Colorado, Boulder.

Beach, T. (2017, in press) Morals to the Story of the "Mayacene" from Geoarchaeology and Paleoecology. In: Exploring Frameworks for Tropical Forest Conservation: managing production and consumption for sustainability. Edited by Nuria Sanz. UNESCO, Paris.

Beach, T. Guest Editor, (2016) Climate Change and Archaeology in Mesoamerica. A special Issue for Global and Planetary Change. Elsevier, Netherlands. Vol. 138, pp. 3-102. JCR 1 yr. Impact Factor: 3.548

### **Distinctions:**

2017 Carl O. Sauer Distinguished Scholarship Award by the Conference of Latin Americanist Geographers (CLAG): "in recognition for a corpus of important published work or other significant contribution towards Latin American geography. Recipients will be scholars who are leading authorities in specific research topics and geographic areas of Latin America."

2011-2014 National Science Foundation-GEO-Dynamic Coupled Natural-Human Systems #1114947. "CNH-Ex: The Collapse of the Ancient Maya: Multi-Disciplinary Research on Society and the Environment" Tim Beach Senior Scientist (PI: Nicholas Brokaw, Univ. of Puerto Rico; Co PIs: Marisol Cortes-Rincon Humboldt State; Sheryl Luzzadder-Beach GMU; Stan Walling Com. Coll. Philadelphia; Sheila Ward UPR). Total Budget: \$249,770.00.

2011-2015 National Science Foundation-BCS-Archaeology -# 1063691. "Collaborative Research: Uci-Cansahcab Regional Integration Project" (Yucatan, Mexico) Tim Beach, Co PI; (PI S. Luzzadder-Beach; Collaborative with Scott Hutson, PI, University of Kentucky, and PI Richard Terry, BYU) Amount Awarded: \$ 27,778 (GMU, transferring to U TX Austin).

## **PAUL BONIN RODRIGUEZ**

ASSISTANT PROFESSOR, THEATER & DANCE, COLLEGE OF FINE ARTS (TENURED)

**Education:** Ph.D., in Theatre, University of Texas at Austin, 2006

**Expertise:** cultural policy history and theory.; Latino/a and queer performance; cultural studies

**Field Experience:** Cuba

**Percent Time Dedicated to LAS: 25%**

**Dissertations/Theses in Past 5 years: 1 /0**

**Language Proficiency:** Spanish:3

**LAS Courses (2):** Topics in History, Criticism, and Performance Studies, Languages of the Stage

### **Publications:**

"The ROOTS of Applied Theatre Economics," chapter in Applied Theatre: Economics, ed. Molly Mullen (London: Bloomsbury Methuen Drama. Submitted April 2017.

"How a Nation Actually Works: Preparing Undergraduates for Activist Citizenship through the Arts," co-authored with Charlotte Canning. Invited essay for Theatre, Performance and Theories of Change, edited by Tamara Underiner and Stephani Etheridge-Woodson (London: Palgrave, 2017).

"How Slashing the NEA Would Damage the US Economy," co-authored with Charlotte Canning, Truth Out, March 19, 2017, <http://www.truth-out.org/op-ed/item/39896-how-slashing-the-nea-would-damage-the-us-economy>

**Distinctions:** 2017-2018 Our Town Creative Placemaking Grant, National Endowment of the Arts (\$75,000), for National Performance Network Program Evaluation. 2016 Faculty Creative Research Grant (\$5,000), for Situating Arts Entrepreneurship in Scholarship and Practice." & Grace Hill Milam Centennial Fellowship in Fine Arts, UT.

## **JASON BORGE**

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D, Hispanic Languages and Literatures University California Berkeley, 2002

**Expertise:** Latin American literature and film; inter-American cultural studies; Hollywood and Latin America

**Field Experience:** Argentina Uruguay Brazil

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 20 / 2

**Language Proficiency:** Spanish:5 Portuguese:5 French:3 Latin:1

**LAS Courses (10):** Politics of Imitation in Latin American Cinema; Popular Vanguards in Latin America; Transnationalism in Latin American Cinema; Popular Performance and Literature in Latin America; Music, Film and Politics in Latin America; Brazilian Film and Culture; Latin Noir: Cinema, Crime and Politics in Latin America; Gringomania: The US in Latin Amer Culture; Circus and Carnival in Latin American Literature and Film; Latin American Film and Culture

### **Publications:**

"The Portable Jazz Age: Josephine Baker's 1929 Tour of South America," in Urban Latin America: Images, Words, and the Built Environment (Routledge; 2018).

"Bad Neighbors: Pérez Prado, Cinema, and the Politics of Mambo" in Cosmopolitan Film Cultures in Latin America, 1896-1960 (Indiana University Press, 2017)

"Jazz and the Great Samba Debate, and Vice Versa." Journal of Latin American Cultural Studies (2016)

**Distinctions:** Advisory Board, Cine Las Américas, 2016 to present.

## **DANIEL BRINKS**

MEMBER, LLILAS FACULTY COMMITTEE OF ARGENTINE STUDIES PROGRAM  
ASSOCIATE PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Political Science, University of Notre Dame, 2004

**Expertise:** human rights; rule of law; democracy and democratization; regimes and regime change; state building

**Field Experience:** Argentina, Brazil, Uruguay

**Percent Time Dedicated to LAS:** 40%

**Dissertations/Theses in Past 5 years:** 15/5

**Language Proficiency:** Spanish:5 Portuguese:3 French:2

**LAS Courses (1):** Law and Democracy in Latin America

### **Publications:**

The DNA of Constitutional Justice in Latin America: Politics, Governance and Judicial Design. 2018. Cambridge University Press (with Abby Blass)

"Access to What? Legal Agency and Access to Justice for Indigenous Peoples in Latin America." Journal of Development Studies. DOI: 10.1080/00220388.2018.1451632(online advance copy published March 27, 2018)

"La justicia constitucional en América Latina: Nuevos modelos, viejos desafíos." 2017. In C. Andrews, ed., Un Siglo de Constitucionalismo en América Latina (1917-2017), Tomo I. Mexico: Editorial CIDE.

"Solucionar el problema del (in)cumplimiento en las demandas judiciales sobre derechos económicos y sociales." 2017. En Langford, M., C.Rodríguez-Garavito, and J. Rossi, eds., La Lucha por los Derechos Sociales. Los fallos judiciales y la disputa política por su cumplimiento. Bogotá: Dejusticia.

**Distinctions:** Awarded I.Con prize for best article published in the journal in 2017; Co-PI on Ford Foundation Grants: \$600,000 in 2017 and \$400,000 in 2015 for five years human rights studies in the context of natural resource extraction.

## **JONATHAN C. BROWN**

PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., in history, University of Texas at Austin, 1976

**Expertise:** Cuba and United States relations, and the Secret War for Latin America

**Field Experience:** Argentina, Mexico, Cuba, Colombia, Bolivia, Guatemala, Honduras, Chile, Panama, Great Britain, Spain, Germany, The Czech Republic, China, South Korea

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 3/3

**Language Proficiency:** Spanish:4 Portuguese:2 German, 1 French, 1

**LAS Courses (5):** Social History Of Argentina, Argentina Populism Insurrectn, Cuba Revolution and the US, Cold War in Latin America, the Inter-American Cold War

### **Publications:**

Cuba's Revolutionary World. Cambridge, MA: Harvard University Press, 2017.

Breve historia de la argentina. Buenos Aires: Prometeo Libros, 2009. [Also translated and published in Chinese, 2010.].

**Distinctions:** Member, Board of Editors, Asian Journal of Latin American Studies, 2012-present

Member, Board of Editors, American Historical Review, 2009-2012

Research Leave Grant, University of Texas at Austin, 2009 Member, Consejo, Revista Ciclos, Instituto de Investigaciones de Historia Económica y Social, Universidad de Buenos Aires, 1990-present

## **NICOLE BURROWES**

ASSISTANT PROFESSOR, DEPARTMENT OF AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS  
(TENURE TRACK)

**Education:** PhD, Latin American and Caribbean History and African Diaspora Studies, CUNY, 2015

**Expertise:** Black Diaspora Caribbean and Latin American History

**Field Experience:** Guyana, Brazil, Trinidad

**Percent Time Dedicated to LAS:** 70%

**Dissertations/Theses in Past 5 years:** 0

**Language Proficiency:** 4

**LAS Courses (2):** Race/Rebellion/Rev Caribbean, Black Lives in The Archives

### **Publications:**

Burrowes, N. (2016). Responding to King Sugar's Painful Rule: Clive Y. Thomas and the Vision for an Economically Independent Guyana: Review of Clive Y. Thomas, Plantations, Peasants and State. The CLR James Journal, 22(1/2), 287-296.

Burrowes, N. (2015). The 1935 Labor Rebellions and the Politics of African-Indian Solidarity in British Guiana.

**Distinctions:** Presidential Postdoctoral Fellow, History Department at Brown University



## **MATTHEW BUTLER**

ASSOCIATE PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D. in history, University of Bristol, 2000

**Expertise:** Religion post-revolutionary Mexico

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 21/5

**Language Proficiency:** Spanish: 5, French: 4

**LAS Courses (5):** The Mexican Revolution, 1910–20', Church and State in Mod Latin America, Campesinos: 20th-Century Rural Latin America, Catholicism in 20C. Mexico; From Reform to Revolution: 19<sup>th</sup>-20thC. Mexico

### **Publications:**

(ed.) Cecilio E. Valtierra, *Mis memorias y actuación en pro del Movimiento Libertador en Jalpa de Cánovas*, Gto.(Mexico City: Universidad Nacional Autónoma de México-Instituto de Investigaciones sobre la Universidad y la Educación[IISUE], 2017)

(ed. with Marta Eugenia García Ugarte and Pablo Serrano Álvarez), *México católico: proyectos y trayectorias eclesiales mexicanos, siglos XIX y XX* (Mexico City: Universidad Intercultural del Estado de Hidalgo, El Colegiode Hidalgo, Consejo Estatal para la Cultura y las Artes de Hidalgo, 2016)

'Catholicism in Mexico, 1910 to the Present,' in William Beezley (ed.), *Oxford Research Encyclopedia of Latin American History*, <http://latinamericanhistory.oxfordre.com/DOI:10.1093/acrefore/9780199366439.013.23>

*Popular Piety and Political Identity in Mexico's Cristero Rebellion: Michoacán, 1927–1929* (Oxford: Oxford University Press/The British Academy, 2004. Reprinted, 2014)

**Distinctions:** PI, "Mapping the Commons, Mapping the Archive: Digital History and the Indigenous Deed Books (Libros de Hijuelas) of Michoacán, Mexico," LLILAS Faculty Research Initiative Grant (2017-2018, \$10K); PI, "Conserving Indigenous Memories of Land Privatization in Mexico: Michoacán's Libros de Hijuelas, 1719-1929," British Library (EAP) grant (2016-2018, \$65K). PI, National Science Foundation Fellowship (2015-2016, \$18K)

## **REBECCA CALLAHAN**

ASSOCIATE PROFESSOR, CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION (TENURED)

**Education:** Ph.D., University of California at Davis, 2003

**Expertise:** Bilingual Education; language minority students in the STEM pipeline, academic preparation of immigrant, language minority adolescents

**Field Experience:** Guatemala

**Percent Time Dedicated to LAS:** 30%

**Dissertations/Theses in Past 5 years:** 14/5

**Language Proficiency:**

**LAS Courses (3):** Language Policy Ed; Immigration Theory in Ed; Language, Diversity, and Ed in Antigua, GU

### **Publications:**

Callahan, R. & Shrifrer, D. (2016). Equitable access for secondary English learner students: Course taking as evidence of EL program effectiveness. *Educational Administration Quarterly*, 52(3), 463–496. <http://eaq.sagepub.com/content/52/3/463>. doi:10.1177/0013161X16648190.

Callahan, R. & Humphries, M. (2016). Undermatched? School-based linguistic status, college-going, and the immigrant advantage. *American Educational Research Journal*, 53(2), 263–295. <http://aer.sagepub.com/content/53/2/263>. doi:10.3102/0002831215627857.

**Distinctions:** PI: 2015-2018, Design Technology and Engineering Education for English Learner Students (DTEEL). National Science Foundation Discovery Research K-12 (DRK-12) NSF # 1503428 (\$445,964); Early Career Award, American Educational Research Association, Bilingual Education Special Interest Group (2011)

## **ESTHER CALZADA**

ASSOCIATE PROFESSOR, STEVE HICKS SCHOOL OF SOCIAL WORK (TENURED)

**Education:** PhD, Clinical & Health Psychology, University of Florida, 2000.

**Expertise:** clinical child and adolescent psychology, psychology of ethnic minority/ Latin populations

**Field Experience:** USA

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 1/3

**Language Proficiency:** Spanish:4

**LAS Courses (2):** Parenting Interventions with Diverse Populations; Intervention Research Methods. Doctoral-level 2-day course at Universidad Iberoamericana Department of Psychology, Mexico City, Mexico.

### **Publications:**

Kim, Y., Calzada, E.J., Barajas, R.G., Brotman, L.M., Huang, Y.K., Santos, M., & Linares, H. (2018). The importance of authoritative and authoritarian parenting for the early academic achievement of Latino students. *Journal of Educational Psychology*, 110, 119-132. DOI:10.1037/edu0000192

Roche, K., Calzada, E.J., Ghazarain, S., Lambert, S., Little, T.D., & Schulenberg, J. (2017). Longitudinal pathways to educational attainment for youth in Mexican and Central American immigrant families. *Journal of Latino/a Psychology*, 5, 12 - 26. DOI: 10.1037/lat0000059.

Calzada, E.J., Barajas, R.G., Huang, Y.K., & Brotman, L. (2015). Early childhood internalizing problems in Mexican and Dominican American children: Examining the role of parenting. *Journal of Clinical Child and Adolescent Psychology*, 4, 1-12. DOI: 10.1080/15374416.2015.1041593. PMID 26042610

**Distinctions:** 2017 – present, Fellow, The Clay and Norma Leben Endowment in Child and Family Behavioral Health; Co-PI: 2018-19 “Depression and Suicidality in Mexican-origin Children”, UT, \$20,000, and 2017-18, “ A Lifespan Development Model of Ethnic Identity”, NSF, \$24,369; PI:2017-22, “Linking Community and Family Characteristics to Adolescent Adjustment,” NIH, \$2,740,520, and 2013-19 “...Study of Latino Students’ Academic Achievement”, USDE \$1,238,913.

## **JORGE CAÑIZARES-ESGUERRA**

PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D, in history, University Wisconsin-Madison, 1995

**Expertise:** Spanish and Portuguese Early Modern Atlantic worlds

**Field Experience:** Mexico, Ecuador, Colombia, Peru, Brazil

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 23/5

**Language Proficiency:** Spanish:5 Portuguese:3

**LAS Courses (7):** Bible In Colonial Americas, Religion In The Atlantic World, Latin American Civilization, Colonial Latin America through objects, Atlantic History, Urban Slavery in the Americas, New Approaches Atlantic Worlds

### **Publications:**

Editor. *Entangled Empires: The Anglo-Iberian Atlantic 1500-1830* (University of Pennsylvania Press 2018).

Coeditor with Erik R Seeman, *The Atlantic in Global History, 1500-2000* (Prentice Hall, 2006) Second edition (with new introduction). with Erik R Seeman *The Atlantic in Global History 1500-2000* (Routledge, 2017)

Coeditor with Luiz Estevam de Oliveira Fernandes, *América na Primeira Modernidade (1492-1750)* (Rio de Janeiro: Global Editora, 2017)

“How the Reformation invented separate Catholic and Protestant Atlantics.” *Archiv für Reformationsgeschichte/Archive for Reformation History* 108 (2017): 245-54

**Distinctions:** Alice Drysdale Sheffield Professor of History, 2008-present; Visiting Professorships: University of London. Institute Advanced Studies. Spring, 2016; Universidad de los Andes. Santiago, Chile. Summer 2014; and FLACSO, Quito Ecuador. 2018- present.

## **DAVID CANNATELLA**

ASSOCIATE PROFESSOR, INTEGRATIVE BIOLOGY (ZOOLOGY), COLLEGE OF NATURAL SCIENCES

**Education:** Ph.D., Systematics and Ecology, University of Kansas, 1985

**Tenure Status:** Tenured

**Expertise:** neotropical frogs; relationship of bioinformatics and systematics

**Field Experience:** Brazil, Ecuador, Peru, Bolivia, Argentina, Uruguay

**Percent Time Dedicated to LAS:** 30%

**Dissertations/Theses in Past 5 years:** 8/3

**Language Proficiency:** Spanish:3 Portuguese:3

**LAS Courses (3):** Comparative Vertebrate Anatomy, First-Year Signature Course, Selected Topics in Biology

### **Publications:**

Tarvin R.D., Borghese C.M., Sachs W., Santos J.C., Lu Y., O'Connell L.A., Cannatella D.C., Harris R.A., Zakon H.H. 2017. Interacting amino acid replacements allow poison frogs to evolve epibatidine resistance. *Science* 357:1261–1266.

Feng Y.J., Blackburn D.C., Liang D., Hillis D.M., Wake D.B., Cannatella D.C., Zhang P. 2017. Phylogenomics reveals rapid, simultaneous diversification of three major clades of Gondwanan frogs at the Cretaceous-Paleogene boundary. *Proc Natl Acad Sci U S A* 114:E5864–E5870.

Cannatella, D. C. 2015. Review: Marsupial frogs: Gastrotheca and allied genera. *Phyllomedusa: Journal of Herpetology* 14:167-170.

**Distinctions:** NSF grants for Latin America based research: Phylogenetics of autoresistance in poison frogs as revealed by phylogenomics, neurophysiology, and comparative ecology. NSF 1556967. 2016-2019. \$698,184; Digitization TCN. Developing a centralized digital archive of vouchered animal communication signals. (Travis LaDuc, Lead PI). \$120,440, 2014-2017.

## **PAOLA CANOVA**

ASSISTANT PROFESSOR, LLILAS AND DEPARTMENT OF ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS  
(TENURE TRACK)

**Education:** 2014, Ph.D. Anthropology, The University of Arizona

**Expertise:** Indigenous cultures of Paraguay

**Field Experience:** Paraguay, Brazil, Mexico

**Percent Time Dedicated to LAS:** 95% **Dissertations/Theses in Past 5 years:** 1/2

**Language Proficiency:** Spanish 5, Portuguese 4, Guaraní 4, Ayoreo 4, German 4

**LAS Courses (6):** Globalization in Latin America; Indigenous Peoples; Neoliberalism, Indigenous Peoples & the State; Gender in Latin America; Ethnography from a Critical Perspective; Global Indigenous Issues

### **Publications:**

Intimate Encounters: Ayoreo Sexuality and the Value of Money the Mennonite Colonies of Paraguay. Manuscript under review in *Current Anthropology*.

Canova, P. (2017). *Social Collateral: Women and Microfinance in Paraguay's Smuggling Economy*. Caroline E. Schuster. Berkeley: University of California Press, 2015. 288 pp.

### **Distinctions:**

2017. Mellon Faculty Grant, LLILAS, University of Texas, Austin

## **LUIS CÁRCAMO-HUECHANTE**

ASSOCIATE PROFESSOR, DEPARTMENT OF SPANISH & PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D Hispanic Literatures, Cornell University, 2001

**Expertise:** Indigenous cultures in the Americas, indigenous radio and the revitalization of indigenous languages and cultures in the Southern Cone of Latin America; modern and contemporary Chile; poetry, economics, and politics

**Field Experience:** Southern Cone; Andean Region

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 21 /1

**Language Proficiency:** Spanish:5, Mapudungun: 4

**LAS Courses (4):** Territories Colonial; Colonialism Indigenous Response; From El Che to Evita; Indigenous Resurgence

### **Publications:**

"Wixage anai: los sonidos del Wallmapu." La rueda mágica. Ensayos de música y literatura. Manual para (in) disciplinados. Ed. Rubí Carreño. Santiago, Chile: Ediciones Universidad Alberto Hurtado, 2017. 255-273

"No + Wingka Word: Sounds of Mapuche Resurgence in the Poetry of Leonel Lienlaf." Radical History Review. Vol. 2016, Number 124 (January 2016). 102-116.

"La ciudad neoliberal y un habla rebelde: isomorfismos y voceos en Huellas de siglo de Carmen Berenguer." Cuerpos y hablas disidentes en la poesía de Carmen Berenguer. Ed. Juan Pablo Sutherland. Santiago, Chile: Piso Diez Ediciones, 2016. 59-83.

Awükan ka kuxankan zugu Wajmapu mew. Violencias coloniales en Wajmapu. Co-editors Enrique Antileo Baeza, Luis Cárcamo-Huechante, Margarita Calfío Montalva, and Herson Huinca-Piutrin. Temuco: Ediciones Comunidad de Historia Mapuche, 2015.

"Las trizaduras del canto mapuche: lenguaje, territorio y colonialismo acústico en la poesía de Leonel Lienlaf." Revista de Crítica Literaria Latinoamericana. XL, #79 Lima-Boston, 2014. 227-242.

**Distinctions:** A Andrew W. Mellon Foundation John E. Sawyer Seminars on the Comparative Study of Cultures Grantee 2014-2015 in support of a seminar on "Territorial Roots and Diasporic Routes: Native American and Indigenous Cultural Politics in the Americas."

## **YESSENIA CASTRO**

ASSISTANT PROFESSOR, STEVE HICKS SCHOOL OF SOCIAL WORK (TENURE-TRACK)

**Education:** 2008, Doctor of Philosophy, Clinical Psychology, The Florida State University

**Expertise:** dependency in Spanish speaking populations and culturally relevant interventions

**Percent Time Dedicated to LAS:** 25%

**Language Proficiency:** Spanish:5

**LAS Courses (2):** Culturally Sensitive Service Provision in Latino Pops, Clinical Assessment and Differential Diagnosis

### **Publications:**

Reid E, Castro Y, Strong L, Heppner W, & Correa-Fernández V (2018). Researching cancer risk behaviors among bilingual Latinos using technology and an intensive longitudinal design. SAGE Research Methods Cases.

Gonzalez-Suitt K, Franklin C, Cornejo R, Castro Y, & Smock Jordan S (2017). Solution-focused brief therapy for Chilean primary care patients: Exploring a linguistic adaptation. Journal of Ethnicity in Substance Abuse, 1-26.

Castro Y (2016). Determinants of smoking and cessation among Latinos: Challenges and implications for research. Social and Personality Psychology Compass, 10(7), 390-404.

**Distinctions:** 2017-2018, Field PI: NIH/National Institute of General Medical Sciences (NIGMS) BUILDING SCHOLARS Pilot Project Program: Leveraging the Teachable Moment to Improve Brief Interventions in Healthcare; 2017, Lora Lee Pederson Teaching Excellence Award; 2009-2015 Recipient of the National Institutes of Health (NIH)/National Institute for Minority Health and Health Disparities (NIMHD) Loan Repayment Program

## **CLAUDIA CERVANTES-SOON**

ASSISTANT PROFESSOR, CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION (TENURE TRACK)

**Education:** Ph.D. in Curriculum and Instruction, University of Texas at Austin (2011)

**Expertise:** Critical pedagogy in bilingual/bicultural education and teacher preparation

**Field Experience:** Mexico

**Percent Time Dedicated to LAS: 25%**

**Language Proficiency:** Spanish 5

**LAS Courses (4):** Biliteracy/New Lit Studies, Foundations of Bilingual Educ, Crit Iss Biling/Bicul Educ, 2nd Lang Acquisition

### **Publications:**

Cervantes-Soon, C. G. (2016). Mujeres truchas: urban girls redefining smartness in a dystopic global south. *Race Ethnicity and Education*, 19(6) 1-14.

Cervantes-Soon, C. G. (2015). Testimonios of Life and Learning in the Borderlands: Subaltern Juarez Girls. Speak. In D. Delgado Bernal, R. Burciaga & J. Flores Carmona (Eds.) *Chicana/Latina Testimonios as Pedagogical, Methodological, and Activist Approaches to Social Justice*. New York: Routledge.

## **ALAN COVEY**

PROFESSOR, DEPARTMENT OF ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** 2003, Ph.D. in Anthropology, University of Michigan, Ann Arbor.

**Expertise:** South American and Mesoamerican archaeology and ethnohistory of Inka empire and Colonial Peru; ethnography; dynamics of ancient and modern empires; anthropological theory

**Field Experience:** Peru, Bolivia, Mexico, Spain

**Percent Time Dedicated to LAS: 75%**      **Dissertations/Theses in Past 5 years: 2/0**

**Language Proficiency:** Spanish 4, Quechua 2

**LAS Courses (3):** Cultures of Contact, Inca World, Archeology in Latin America

### **Publications:**

Submitted. The Inca Apocalypse. Book manuscript under contract at Oxford University Press (May2018).

Covey, A. (2018). The Spread of Inca Power in the Cuzco Region. *The Oxford Handbook of the Incas*, 55.

Covey, R. A., & Quave, K. E. (2017). The Economic Transformation of the Inca Heartland (Cuzco, Peru) in the Late Sixteenth Century. *Comparative Studies in Society and History*, 59(2), 277-309.

Covey, R.A., Amado Gonzales, D., Tselteli, L., & Clark, M. (2017) Hacia una reconstrucción multidisciplinaria de la red imperial inca (qhapaq ñan) en la región del Cusco. In Elizabeth Arkush and Giancarlo Marcone (eds.), *Nuevas tendencias en el estudio de los caminos, Proyecto Qhapaq Ñan*, pp. 48-71. Lima: Ministerio de Cultura.

Covey, C. E., Quave, K. E., & Covey, R. A. (2016). Inka Storage Systems in the Imperial Heartland (Cuzco, Peru): Risk Management, Economic Growth, and Political Economy. In *Storage in Ancient Complex Societies* (pp. 167-188). Routledge.

Covey, R. A. (Ed.). (2014). *Regional Archaeology in the Inca Heartland: The Hanan Cuzco Surveys*. University of Michigan Museum of Anthropology.

### **Distinctions:**

2015-16 American Museum of Natural History, Somerville Fund: Architectural Classification at Huánuco Pampa, an Inca Urban Center; 2015 National Geographic Society, Committee for Research and Exploration, Grant 9500-14: Archaeological Investigations of an Early Inca State Conquest (Maras, Cuzco, Peru; 2007-2009 NEH Collaborative Research Grant (RZ-50818-07): Inca and Spanish Imperial Transformations: Toponyms and Regional Settlement Patterns in Cuzco, Peru; 2006 Heinz Grant Program for Latin American Archaeology: 2006 Regional Archaeological Survey in the Sacred Valley (Cusco, Peru); 2004-2007 NSF Senior Research Grant: Territorial Expansion and Administrative Consolidation in the Inca Heartland, Peru: The Xaquixaguana Plain Archaeological Survey(BCS-0342381).

## **KELLEY CREWS-MEYER**

ASSOCIATE PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., University of North Carolina at Chapel Hill, 2000

**Expertise:** landscape; socio-ecological systems; ecologies of global health

**Field Experience:** Latin America, Peru

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 8/3

**Language Proficiency:** Spanish:3

**LAS Courses (2):** OUR GLOBAL BACKYARD, LANDUSE/LANDCOVER CHANGE PRACT

### **Publications:**

KA Crews. 2017. Public / Private: The Ethics, Legalities, and Practice of Airborne and Satellite Surveillance Technologies. (Ed. Shunlin Liang) Comprehensive Remote Sensing (9 volume set), as part of Volume 9: Remote Sensing Applications for Societal Benefits. Elsevier Press. page numbers pending post press.

KA Crews and JA Miller. 2016. The Amended Tobler's Law of GIS for STEM for Higher Education: Both Near and Distant Things Matter. Ed DJ Cowen. GIS and STEM in Higher Education. ESRI Press: Redlands, California. p 100-116 (pdf version).

**Distinctions:** PI, "Environmental Uncertainties and Livelihood Thesholds in the Okavango Delta, Botswana", \$610,032, National Science Foundation, 2010-2017

## **BRENT J. CROSSON**

ASSISTANT PROFESSOR, DEPARTMENT OF RELIGIOUS STUDIES, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** Ph.D., Anthropology, University of California-Santa Cruz, Santa Cruz, CA, 2014

**Expertise:** Religion and spirituality in the Caribbean

**Field Experience:** Trinidad and Tobago, Jamaica, St. Vincent, Nicaragua

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 3/0

**Language Proficiency:** English 5, Spanish 5, Hindi 1, French 1

**LAS Courses (3):** Science Magic Religion, Anthropology of Religion, Non-Human Agency

### **Publications:**

Crosson, J. Brent. (Accepted for Publication). "Don't Study People": The Ethics of Studying Others in Trinidad and in Anthropology. Anthropological Quarterly.33 ms. pp.

Crosson, J. Brent. (2017).Catching Power: Problems with Possession, Sovereignty, and African Religions in Trinidad. Ethnos, 25pp.DOI:10.1080/00141844.2017.1401704

### **Distinctions:**

2014-15 Ruth S. Landes Memorial Research Fund Award, The Reed Foundation (\$47,00)

2010-11 Fulbright IIE Research Fellowship, Trinidad and Tobago (\$18,000)

## **MEGAN CROWHURST**

ASSOCIATE PROFESSOR, LINGUISTICS, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Linguistics. University of Arizona, 1991

**Expertise:** psycholinguistics (speech perception); linguistic rhythm

**Field Experience:** Bolivia, Mexico

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 3/3

**Language Proficiency:** Spanish:3

**LAS Courses (3):** First-Year Signature Course., Sound Patterns: From Sound to Word., Phonology II.

### **Publications:**

Crowhurst, Megan. 2018. The influence of varying vowel phonation and duration on rhythmic grouping preferences among Spanish and English speakers. *Journal of Phonetics* 66, 82-99.

Crowhurst, Megan. 2016. Iambic-Trochaic Law Effects among Native Speakers of Spanish and English. *Laboratory Phonology: Journal of the Association for Laboratory Phonology* 7(1): 12, pp. 1–41, DOI: <http://dx.doi.org/10.5334/labphon.42>.

Crowhurst, Megan J., Niamh E. Kelly, & Amador Teodocio. 2016. "The influence of vowel glottalisation and duration on the rhythmic grouping preferences of Zapotec speakers." *Journal of Phonetics* 58, 48-70.  
<http://dx.doi.org/10.1016/j.wocn.2016.06.001>.

Crowhurst, M. & S. Trechter. 2014. R-Metathesis in Guarayu (Tupi-Guarani). *International Journal of American Linguistics* 80: 127-173.

**Distinctions:** PI: National Science Foundation Grant, \$196,999 for "Beyond the Iambic/Trochaic Law: Perceptual influences on the subjective grouping of rhythmic speech", 2012-2016;

## **IAN DALZIEL**

PROFESSOR, GEOSCIENCES, JACKSON SCHOOL OF GEOSCIENCES (TENURED)

**Education:** Ph.D., University of Edinburgh, 1963

**Expertise:** tectonics; Earth evolution and system processes; structure and evolution of the Antarctic continent/ ice sheet

**Field Experience:** Chile, Argentina, Brazil

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 1/0

**Language Proficiency:** Spanish:3 French:3

### **Publications:**

Lawver, L.A., Dalziel, I.W.D., Gahagan, L.M., and Norton, I.O. Intercontinental dispersal routes for South American land mammals: Paleogeographic constraints. In: *Origins and Evolution of Cenozoic South American Mammals*, edited by A. I. Rosenberger and M. F. Tejedor, Springer, 2018.

Dott, R.H., Jr., and Dalziel, I.W.D., 2016. Darwin in southernmost South America. *Journal of the History of Earth Sciences*, 35, 303-345

Heeszel, D.S., Wiens, D.A., Nyblade, A.A., Anandakrishnan, S., Aster, R.C., Huerta, A.D., Wilson, T.J., Dalziel, I.W.D. 2016. The Structure of Central and West Antarctica from Array Analysis of Rayleigh Wave Phase Velocities. *J. Geophys. Res., Solid Earth*. 121, 3, 1758–1775, doi: 10.1002/2015JB012616

**Distinctions:** Co-Principal Investigator, US Antarctic component of international bipolar POLENET Project: Investigating Links Between Geodynamics and Ice Sheets. (2008- present); A Symposium Highlighting the Contributions of Ian W.D. Dalziel and David H. Elliot to Antarctic Tectonics: "West Antarctica: Problem Child of Gondwanaland" XII International Symposium of Antarctic Earth Science, Scientific Committee on Antarctic Research, Goa India, 2015.

## **SUSAN DEANS-SMITH**

ASSOCIATE PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., in history, University of Cambridge, 1984

**Expertise:** Social and cultural history of Mexico and Andeas; Spanish imperialism; art in Mexico; colonial studies

**Field Experience:** Mexico and the Andean region

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 9/5

**Language Proficiency:** Spanish: 4, Nahuatl: 1

**LAS Courses (5):** Rel Conq Conv Col Mexico Peru, Imperial Formations, Introductory Spanish, Rethinking Conquest Of Mexico, AZTECS AND INCAS: 1420-1481

### **Publications:**

"Pedro Patiño Ixtolinque," Grove Dictionary of Art/Grove Art Online (Oxford: Oxford University Press), 2016.

"Rafael Ximeno y Planes," Grove Dictionary of Art/Grove Art Online (Oxford: Oxford University Press), 2016.

Reflexiones sobre Burócratas, cosecheros y trabajadores, a dos décadas de su publicación en ingles, "Burócratas, cosecheros y trabajadores. La formación histórica del monopolio de tabaco en el México borbónico" (México: Universidad Veracruzana; Colegio de Michoacán; Instituto Mora; Gobierno del Estado Veracruzano, 2014), pp. 13-38.

**Distinctions:** College Research Fellowship, Faculty Development Program, University of Texas, 2012-13

## **DONNA DECESARE**

ASSOCIATE PROFESSOR, JOURNALISM, COLLEGE OF COMMUNICATION (TENURED)

**Education:** M.Phil., Essex University, 1979

**Expertise:** Latin American film and visual documentary; photography and human rights; visual media ethics; justice, violence, and trauma

**Field Experience:** El Salvador, Guatemala, Colombia, Ecuador, Peru, Argentina, Mexico.

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 0/2

**Language Proficiency:** Spanish:5

**LAS Courses (1):** Documentary Tradit Of Lat Amer,

### **Publications:**

2018 De Cesare, Donna, The Spectre of Mara Salvatrucha 13: Preliminary notes for understanding fears and perceptions of belonging among diaspora Salvadorans, Human Security, Issue 6, Torino World Affairs Institute, Turin, Italy pp . 13-17 <https://www.twai.it/journals/human-security/>

2018 De Cesare, Donna, "Gang Violence and Prevention" (photoessay) Human Security, Issue 6, Torino World Affairs Institute, Turin, Italy pp. 2, 3, 6, 7, 9, 10, 11, 13, 14, 15, 18, 19, 20. <https://www.twai.it/journals/human-security/>

2017 De Cesare, Donna, "Reverence, Recognition, Resistance," (text and photo essay) NACLA Report on the Americas, Vol 49, Issue 4, Winter 2017-18, Taylor and Francis, pp. 476-482, DOI: 10.1080/10714839.2017.1409377

2016 De Cesare, Donna, "Towards the possibility of a public 'family' album," (book chapter) in Del Documento al Documental, Casa Editorial de la Universidad Tadeo Lozano, Bogota, Colombia, 2016.

2015 "Reflections on the Murder of Mexican Photojournalist," by Donna De Cesare in conversation with Marcela Turati and Javier Garza, Dart Center for Journalism and Trauma September 9, 2015

**Distinctions:** 2017 Faculty Research Appointment, sabbatical award to continue work on documentary of Salvadoran migration in Europe; 2017 & 2015 Arthur Mellon Foundation research grants; 2015 Humanities Institute Faculty Fellow UT



## LINA DEL CASTILLO

ASSISTANT PROFESSOR, LLILAS, HISTORY, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** Ph.D., Latin American History, University of Miami, 2007

**Expertise:** 19th century Colombia history; U.S. gender, race, class; history of geography, cartography, science, technology, medicine

**Field Experience:** Colombia

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 1/1

**Language Proficiency:** Spanish: 5, French: 3

**LAS Courses (5):** Mapping Latin America, Terr Natn-State Formatn Lat Am, Modern Latin America, Cultural Citizenship US & Latin America, Latin America in the 19<sup>th</sup> Cent

### **Publications:**

Geografía y cultura visual: Los usos de las imágenes en las reflexiones sobre el espacio, ed. by Carla Lois and Verónica Hollman (review), Journal of Latin American Geography, Volume 14, Number 3, October 2015, pp. 281-283. University of Texas Press.

"Los Mapas de la Gran Colombia." Coauthored with Sebastian Diaz Angel and Lucia Duque Muñoz in Cartografía Hispánica: 1800-1975. Una cartografía inestable en un mundo convulso, edited by Mariano Cuesta Domingo, 97-118. Madrid: Ministerio de Defensa, 2014.

**Distinctions:** Visiting Research Fellow, Institute of Latin American Studies, School of Advanced Study, University of London, 2016; Fellow, University of Notre Dame Kellogg Institute for International Studies, 2014 – 2015.

## ANTHONY DI FIORE

ASSOCIATE PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Anthropology. University of California at Davis 1997

**Expertise:** ecology; primates; tropical forest

**Field Experience:** Ecuador, Colombia, Peru

**Percent Time Dedicated to LAS:** 80%

**Dissertations/Theses in Past 5 years:** 0/4

**Language Proficiency:** Spanish:4 Portuguese:1

**LAS Courses (4):** Current Topics in Physical Anthropology, Primate Social Behavior., Methods in Primate Biology, Topics in Research Methods in Physical Anthropology

### **Publications:**

Lima, M.G.M, Silva-Júnior, J. de S. e, Černý, D., Buckner, J.C., Aleixo, A., Cheng, J., Zheng, J., Alfaro, M.E., Martins, A., Di Fiore, A., Boubli, J.P., and Lynch Alfaro, J.W. (2018). A phylogenomic perspective on the robust capuchin monkey (*Sapajus*) radiation: First evidence for extensive population admixture across South America. Molecular Phylogenetics and Evolution 124: 137-150. <https://doi.org/10.1016/j.ympev.2018.02.023> [Publication Date 2018-03]

Di Fiore, A., Fernandez-Duque, E., Link, A., Schmitt, C., Porter, A., Álvarez, S., Abondano, L., and Ellis, K. (2017). Estudios de primates en la Estación de Biodiversidad Tiputini. In: Los Secretos del Yasuní: Avances en Investigación en la Estación de Biodiversidad Tiputini, Universidad San Francisco de Quito (D. Romo, D. Mosquera, K. Swing, A. Di Fiore, J.G. Blake, B. Loiselle, T.B. Ryder, S. de la Torre, T. Erwin, N. Pitman, D.F. Cisneros-Heredia, C.C. Voigt, R.J. Burnham, H. Alvarez, G. Vinuela, L. Abondano, S. Álvarez, E.M. Bruna, R. Durães, K. Ellis, E. Fernandez-Duque, S.J. Ghanem, J. Guerra, J. Hidalgo, C. Jenkins, A. Link, E. Maehr, F. Paniagua, A. Porter, M. Rodríguez, C. Schmitt, L. Seales, C. Snowdon, G. Stocks, W.P. Tori, J. Widmer, P. Yépez, and L. Zamorano, eds.), pp. 73-83. Quito, Ecuador: Editorial USFQ.

**Distinctions:** 2016-present, Two concurrent NIH grants: team member, Evaluating the Presence of Zika Virus in Neotropical Primates, & PI Male cooperation in primates: Physiological correlates of intra- and intergroup relations; 2016, Elected as a Fellow of the American Association for the Advancement of Science (AAAS)

## **GABRIEL DIAZ MONTEMAYOR**

ASSISTANT PROFESSOR, ARCHITECTURE, SCHOOL OF ARCHITECTURE (TENURE-TRACK)

**Education:** M.Arch, Architecture and Landscape University of Auburn in Alabama, 2007

**Expertise:** architecture of landscape

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 2/3

**Language Proficiency:** Spanish:5 Portuguese:4

**LAS Courses (4):** Lat Amer Landscapes; "The Mayan Town Studio"; "Hermosillo Green Corridors Network"; "The Chuvíscar River of Chihuahua, México, as an Urban River and Public Amenity"

### **Publications:**

Montemayor, Gabriel "Common Ground for Landscape Architecture in Latin America" PLATFORM: Inhabiting the Americas, Spring 2016

Díaz Montemayor, Gabriel "Planned but Mostly Unimplemented: Large Scale Green Infrastructure in Arid Northern Mexico Cities" Progressive Planning, the magazine of Planners Network, Summer 2015

Díaz Montemayor, Gabriel. "El Río Chuvíscar de Chihuahua como un Integrador Social y Ambiental" Arquitectura Entre Líneas Issue 49, 2015

**Distinctions:** Faculty (Summer 2016) Research Assignment/ Mellon Research Travel Grant: "Researching the Recovery of Urban Waterways as Elements of Urban Structure in Latin American Cities"; Co-PI Research Grant (2015) "Best Urban Planning and Design Practices for Border Cities" The State Government of Tamaulipas, México

## **HECTOR DOMINGUEZ-RUVALCABA**

PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D , Spanish Literature. University of Colorado, Boulder, 1999

**Expertise:** The relationship between organized crime and the Mexican state since postrevolutionary period to present; border violence, masculinity and homophobia in Mexico

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 21/ 3

**Language Proficiency:** Spanish:5 Portuguese:2

**LAS Courses (5):** Gender Contemp Lat Amer Cinema, Contemporary Debate in latin America, Hip Hop Culture in Lat Amer, Latin Amer Neoliberal Era, Violence in Contemporary Mexican Culture

### **Publications:**

Domínguez-Ruvalcaba H. "Cartografías a contracorriente o el arte de migrar: Reziste, Postcommodity, y Hecho en México" Artediseño. Revista de la Facultad de Arte y Diseño de la UNAM 5 (February-July, 2018), 24-36.

Domínguez-Ruvalcaba H. "Bandas feminicidas: desafección e impunidad en México." Revista de Estudios de Antropología Sexual 1:7 (2017), 59-71.

Domínguez-Ruvalcaba H. Translating the Queer: Body Politics and Transnational Conversations. London: Zed Books, 2016.

Domínguez Ruvalcaba, H. Nación criminal. Narrativas del crimen organizado y el estado mexicano [Criminal Nation. Narratives of Organized Crime and the Mexican State]. México: Ariel, 2015. 234 pages.

**Distinctions:** Member of the Modern Languages Association (International) Senate, representing queer interests (elected for the period 2015-2020). 2016. Dean's Fellowship Grant & 2014 "Bravo Faculty of the Year Award." UT Austin.

## **WILLIAM E. DOOLITTLE**

PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Geography University of Oklahoma at Norman, 1979

**Expertise:** Transfer of water control technology from renaissance Spain to colonial Mexico and its merger with native technology and diffusion

**Field Experience:** Northern Mexico. Panama

**Percent Time Dedicated to LAS:** 80%

**Dissertations/Theses in Past 5 years:** 5/3

**Language Proficiency:** Spanish:3

**LAS Courses (2):** Land And Life in Amer Southwest, Landscps Of Mex, Carib Amer

### **Publications:**

2017 Irrigation. In The International Encyclopedia of Geography. Douglas Richardson, Noel Castree, Mike F. Goodchild, Audrey Kobayashi, Weidong Liu, and Richard A. Marston, eds., (New York: John Wiley and Sons).

2016 Book Review: Dreaming of Dry Land: Environmental Transformation of Colonial Mexico City, Vera S. Candiani, Stanford University Press, Stanford, 2014, Journal of Historical Geography 52:108.

2015 Expedience, Impermanence, and Unplanned Obsolescence: The Coming-About of Agricultural Features and Landscapes. In The Oxford Handbook of Historical Ecology and Applied Archaeology. Christian Isendahl and Daryl Stump, eds. (Oxford:Oxford University Press). DOI: 10.1093/oxford hb/9780199672691.013.6

**Distinctions:** 2015 Philosophiae Doctorem Honoris Causa, Stockholms Universitet

## **ARIEL DULITZKY**

MEMBER, LLILAS EXECUTIVE COMMITTEE & THE FACULTY COMMITTEE OF ARGENTINIAN STUDIES  
CLINICAL PROFESSOR, SCHOOL OF LAW (NON-TENURE)

**Education:** LLM, Harvard Law School, 1999.

**Expertise:** International human rights; rule of law; inter-American human rights systems; racial and ethnic discrimination

**Field Experience:** Argentina, Brasil, Mexico, Colombia, Guatemala

**Percent Time Dedicated to LAS:** 80%

**Dissertations/Theses in Past 5 years:** 1/5

**Language Proficiency:** Spanish:5 Portuguese:2 French:1

**LAS Courses (2):** Human Rights in Latin America; International Human Rights Litigation

### **Publications:**

Desapariciones Forzadas: Las Contribuciones de América Latina y de José Zalaquett in En conquista de los derechos humanos. Homenaje a José Zalaquett Daher (Juan Francisco Lobo, Coord.), 2017.

"La memoria en la jurisprudencia de la Corte Interamericana de Derechos Humanos" in La Lucha por los Derechos Humanos hoy Estudios en Homenaje a Cecilia Medina Quiroga, 2017.

"Elementos esenciales para una agenda pública para la prevención y erradicación de la desaparición en México", 21 Due Process of Law Foundation 11, 2017.

**Distinctions:** United Nations Working Group on Enforced or Involuntary Disappearances, Chair Rapporteur, 2013 -2015/ Member 2010 – 2017

## **DAVID EATON**

PROFESSOR, PUBLIC AFFAIRS, LBJ SCHOOL OF PUBLIC AFFAIRS (TENURED)

**Education:** Ph.D. Environmental Engineering, Johns Hopkins University, 1977

**Expertise:** rural water supply; international water resource conflicts; energy management; environmental problems of industries; U.S.-Mexico environmental cooperation, new methods for evaluation of air pollution emissions

**Field Experience:** Mexico, US-Mexico Border

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 7/4

**Language Proficiency:** Spanish:1

**LAS Courses (2):** Policy Research Project on Global Policy Issues; Policy Research Project on Global Policy Issues

### **Publications:**

Daskin, Mark S., and David J. Eaton. Analysis of Emergency Medical Services in Austin, Texas Volume II: Analytical Methods, PRP 41. LBJ School of Public Affairs, 2013.

Duncan, Roger, et al. "Sustainable Energy Options for Austin Energy: Summary Report, PRP 166." (2012).

Miner, Mary, et al. "Water Sharing Between India And Pakistan: A Critical Evaluation Of The Indus Water Treaty." Water International 34.2 (2009): 204-216.

**Distinctions:** Bess Harris Jones Centennial Professor of Natural Resources Policy Studies at Lyndon B. Johnson School of Public Affairs, UT Austin; "Insight to Innovation" grant, IC2 Institute, 2017–2018

## **ELSIE ECHEVERRI-CARROLL**

RESEARCHER, BUSINESS SCHOOL/BUREAU OF BUSINESS RESEARCH, MCCOMBS SCHOOL OF BUSINESS (NON-TENURE)

**Education:** Ph.D. Economics, The University of Texas at Austin, 1988

**Expertise:** economics; trade; wage inequalities; economic integration; high-technology clusters; gender issues; women in business; business models in Mexico, trade in the Americas

**Field Experience:** Argentina, Brazil, Chile, Colombia, Mexico

**Percent Time Dedicated to LAS:** 50%

**Language Proficiency:** Spanish:5

### **Publications:**

Echeverri-Carroll, E. L. (2017). Using Large Databases and Interviews to Explore the Temporal Phases of Technology-Based Entrepreneurial Ecosystems. World Academy of Science, Engineering and Technology, International Journal of Economics and Management Engineering, 4(8).

Echeverri-Carroll, E. L., & Golden, L. L. (2016). An Investigation of the Relationships Between Hispanic Retailers' Human and Social Capital, Migration and Gender. In Marketing Challenges in a Turbulent Business Environment (pp. 467-471). Springer, Cham.

**Distinctions:** IC<sup>2</sup> Senior Research Scientist and Director of Development

## **ZACHARY ELKINS**

ASSOCIATE PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D in Political Science, University of California, Berkeley, 2003

**Expertise:** institutional reform, constitutional law, and national identity,

**Field Experience:** Brazil, Latin America

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 18/1

**Language Proficiency:** Spanish:3 Portuguese:3

**LAS Courses (3):** Topics in Comparative Politics., Third-World Development, Topics in Public Law.

### **Publications:**

"Time and Constitutional Efficacy" (with Ginsburg and Melton). 2016. In Ginsburg and Huq (eds.), Assessing Constitutional Performance. Cambridge: Cambridge University Press.

"What do Constitution-Makers Say about Foreign Ideas? Lessons from Brazil" in Denilson Bandeira (ed.) The Diffusion of Policy in Brazil, 2016.

Elkins, Zachary, Tom Ginsburg, and James Melton. 2014. "The Content of Authoritarian Constitutions." In Tom Ginsburg and Alberto Simpser (eds) \emph{Constitutions in Authoritarian Regimes}. Cambridge University Press.

"The Weight of History and the Rebuilding of Brazilian Democracy." 2013. Lua Nova: Revista de Cultura e Política 88: 257-303.

**Distinctions:** PI: 2014-2019, Rights Interactive Project. National Constitutional Center. \$69,952; 2014-2019 Constitute Project, Phase 3, Google Inc. \$325,843; 2014-2016, Electronic Retrieval of Constitutional Text. Tides Fdn. \$150,000.

## **NORA ENGLAND**

CHAIR, CENTER FOR INDIGENOUS LANGUAGES OF LATIN AMERICA,  
PROFESSOR, LINGUISTICS, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D. Linguistics., University of Florida, 1975

**Expertise:** linguistic description, grammar writing, language and identity, language politics, language ideologies, Mayan linguistics, American languages, Mesoamerica.

**Field Experience:** Guatemala, Mexico

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 13/1

**Language Proficiency:** Spanish:5

**LAS Courses (6):** Special Topics in the Study of Language., First-Year Signature Course., Introduction to the Study of Language, Current Developments in Linguistic Research., Indigenous Languages of America, Mayan Lang Resources

### **Publications:**

2017 (Judith Aissen, Nora C. England, and Roberto Zavala Maldonado, eds.) The Mayan Languages. Routledge.

2017 (Judith Aissen, Nora C. England, and Roberto Zavala). Chapter 1: Introduction. In The Mayan Languages, edited by Judith Aissen, Nora C. England, and Roberto Zavala, 1-15. London and New York: Routledge.

2017 (Nora C. England and Brandon O. Baird). Chapter 7: Phonology and Phonetics. In The Mayan Languages, edited by Judith Aissen, Nora C. England, and Roberto Zavala, 175-200. London and New York: Routledge.

2017 Chapter 19: Mam. In The Mayan Languages, edited by Judith Aissen, Nora C. England, and Roberto Zavala, 500-532. London and New York: Routledge.

2017. (Nora C. England and Roberto Zavala Maldonado) Mayan Languages (revised). & Mesoamerican Languages (revised). Oxford Bibliographies Online: Linguistics, edited by Mark Aronoff. Launch date: 2017-10-25.

**Distinctions:** Dallas TACA Centennial Professor in the Humanities, University of Texas at Austin, 2007- present  
Director, Center for Indigenous Languages of Latin America, University of Texas, 2001- present

## **KAREN ENGLE**

PROFESSOR, SCHOOL OF LAW (TENURED)

**Education:** J.D., Harvard University, 1989

**Expertise:** Latin American studies; women's and gender studies; public international law; international human rights law; employment discrimination

**Field Experience:** Colombia, Latin America

**Percent Time Dedicated to LAS:** 30%

**Dissertations/Theses in Past 5 years:** 1/0

**Language Proficiency:** Spanish:4

**LAS Courses (1):** International Human Rights Law,

### **Publications:**

Karen Engle, A Genealogy of the Centrality of Sexual Violence to Gender and Conflict, in Oxford Handbook of Gender and Conflict (Fionnuala Ní Aoláin, Naomi Cahn, Dina Francesca Haynes, and Nahla Valji; Oxford University Press Dec. 2017)

Engle, K., Miller, Z., & Davis, D. M. (Eds.). (2016). Anti-impunity and the human rights agenda. Cambridge University Press.

**Distinctions:** Minerva House Drysdale Regents Chair in Law and Founder and Co-director of the Bernard and Audre Rapoport Center for Human Rights and Justice

## **PATIENCE LOUISE EPPS**

PROFESSOR, LINGUISTICS, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Linguistics. University of Virginia, 2005

**Expertise:** indigenous languages of Amazonia; language documentation; historical linguistics; prehistory

**Field Experience:** Brazil and the Amazon region

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 4/7

**Language Proficiency:** Spanish: 3, Portuguese: 4, Hup(Nadahup): 3, French:3, German: 2, Takanoan:1 Arawak:1

**LAS Courses (4):** Cognitive Science: The Study of Mind., Historical Linguistics., Language Change and Language Variation, First-Year Signature Course

### **Publications:**

2017 Epps, Patience and Lev Michael. 'The areal linguistics of Amazonia.' In Cambridge Handbook of Areal Linguistics, ed. by Raymond Hickey. Cambridge: Cambridge University Press.

2017 Epps, Patience and Katherine Bolaños. 'Reconsidering the 'Makú' family of northwest Amazonia.' International Journal of American Linguistics 83.3:467-507.

2017 Epps, Patience, Anthony Webster, and Anthony Woodbury. 'A holistic humanities of speaking: Franz Boas and the continuing centrality of texts.' International Journal of American Linguistics 83:41-78.

2017 'Subsistence pattern and contact-driven language change: A view from the Amazon basin.' Language Dynamics and Change 7:47-101  
2013 Epps, Patience, Na'ama Pat-El, and John Huehnergard (eds.). Contact Among Genetically Related Languages. Special edition of the Journal of Language Contact 6.

2016 'Response to Thomas Widlok, "Hunter-gatherer situations" (CHAGS 11 Keynote 1)', Journal of Hunter-Gatherer Research 2(2): 149-154.

**Distinctions:** 2016 - 2018 NSF-DEL award: 'New vistas: The intersection of endangered languages and language change', panel at 23rd International Conference on Historical Linguistics (\$20,203); 2015 - 2017 UT-FAPESP collaborative research grant, 'Language Contact and Change in the Upper Rio Negro', (\$41,348); 2014 American Council of Learned Societies Fellowship (AY2014-2015); 'Linguistic Diversity and the Amazonian Puzzle'.

## **MICHAEL FINDLEY**

ASSOCIATE PROFESSOR, DEPARTMENT OF GOVERNMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D. University of Illinois, Urbana-Champaign(UIUC), Political Science, 2007

**Expertise:** international relations, comparative politics, foreign aid, and conflict

**Field Experience:** Colombia

**Percent Time Dedicated to LAS:**25%

**Dissertations/Theses in Past 5 years:** 10/2

**Language Proficiency:** Spanish: 2

**LAS Courses (2):** Experiment Methods In Poli Sci; Innovations for Peace and Development (lab)

### **Publications:**

Findley, Michael G. 2018. "Does Foreign Aid Build Peace?" Annual Review of Political Science.

Findley, Michael G., Helen V. Milner, and Daniel L. Nielson. 2017. "The Choice among Aid Donors: The Effects of Multilateral vs. Bilateral Aid on Recipient Behavioral Support." Review of International Organizations.

Tao, Ran\*, Daniel Strandow, Michael G. Findley, Jean-Claude Thill, and James I. Walsh. 2016. "A Hybrid Approach to Modeling Territorial Control in Violent Armed Conflicts." Transactions in GIS20(3): 413–425.

### **Distinctions:**

CO-PI, 2012-2017, "Where the Money Goes: Mapping Aid for Better Impact." (College of William and Mary), \$920,092; PI, 2015-2017, NSF. Interdisciplinary Behavioral and Social Sciences Research (IBSS), \$250,000 consortium grant, (With Michigan, Maryland, BYU); 2014. Yale H. Ferguson Award for the book that most advances the vibrancy of international studies as a pluralist discipline by the International Studies Association, Northeast for Findley, Michael, Daniel Nielson, and J.C. Sharman. 2014. Global Shell Games: Experiments in Transnational Relations, Crime, and Terrorism. Cambridge, UK: Cambridge University Press; 2013–2014 Liberal Arts Student Council Endowed Teaching Award, UT Austin

## **GEORGE FLAHERTY**

ASSOCIATE PROFESSOR, ART AND ART HISTORY, COLLEGE OF FINE ARTS

**Education:** Ph.D., History of Art and Architecture University of California, Santa Barbara, 2011

**Tenure Status:** Tenured

**Expertise:** Modern and contemporary Latin American and U.S. Latino visual, spatial, and media cultures; with emphasis on Mexico, U.S.-Mexico border, and Cuba; postcolonial and subaltern studies; historiography of "global contemporary" art.

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 5/3

**Language Proficiency:** Spanish:5 Portuguese:2

**LAS Courses (6):** Cuba and the Latin/American Imagination, Apertures: Film and Photography Through Greater Mexico, Apertures Film in Mexico, Art Cinema of the Americas, Contemporary Mexican Art, Modern Art Of Mexico

### **Publications:**

"All Eyes on Mexico: Revolution and Speculation," in Mexico Modern: Art, Commerce, and Cultural Exchange, edited by Donald Albrecht and Thomas Mellins (Austin: Harry Ransom Center / Munich: Hirmer Verlag, 2017), 18-26

"Las exhibiciones como campos de comparación/Exhibitions as Fields of Comparison," Caiana: Revista de Historia del Arte y Cultura Visual del Centro Argentino de Investigadores de Arte 11 (December 2017), 94-269

"Latin American Art History: An Historiographic Turn," Art in Translation 9, no. 1 (2017), 121-142 [co-author Andrea Giunta]

Hotel Mexico: Dwelling on the '68 Movement (Oakland: University of California Press, 2016)

**Distinctions:** 2017 Arvey Foundation Book Award, Association for Latin American Art (Hotel Mexico)

2016-2018 Principal Investigator, "Grounds for Comparison: Neo-Vanguards and Latin American/U.S. Latino Art, 1960-90," Connecting Art Histories, Getty Foundation Program (OSP# 201200818-004)

2015 Founders' Award, Society of Architectural Historians

## **KENNETH FLAMM**

PROFESSOR, PUBLIC AFFAIRS, LBJ SCHOOL OF PUBLIC AFFAIRS (TENURED)

**Education:** Ph.D., Massachusetts Institute of Technology, 1979

**Expertise:** science and technology policy; IT economics; international trade and investment; defense industry

**Field Experience:** Cuba, Mexico

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 4 /3

**Language Proficiency:** Spanish:4 Portuguese:2 French:3 Italian:3 Japanese:1

**LAS Courses:** International Economics

### **Publications:**

Flamm, K. (2017). Has Moore's Law Been Repealed? An Economist's Perspective. Computing in Science & Engineering, 19(2), 29-40.

Flamm, K. (2014). Causes and Economic Consequences of Diminishing Rates of Technical Innovation in the Semiconductor and Computer Industries. In APPAM Fall Research Conf.

**Distinctions:** Dean Rusk Chair, Professor of Public Affairs; Senior Research Fellow, IC2 Institute

## **VIVIAN FLANZER**

LECTURER, PORTUGUESE LANGUAGE PROGRAM COORDINATOR AND COURSE SUPERVISOR  
SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (NON-TENURE)

**Education:** M. A. in Anthropology, Federal University of Rio de Janeiro, 1994; M.A. in Foreign Language Education, University of Texas at Austin, 2013.

Ph.D. candidate in Iberian and Latin American Languages and Cultures, University of Texas at Austin (expected 2018)

**Expertise:** Acquisition of Portuguese as an L2 and L3

**Field Experience:** Brazil

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 0/

**Language Proficiency:** Spanish:4 Portuguese:5

**LAS Courses (7):** Portuguese For Spanish Spkr I & II, Introductory Portuguese, Intermediate Portuguese I & II , Advanced Portuguese Composition, Introduction to Brazilian Literature, Lit/Medi in Contemp Brazil

### **Publications:**

Flanzer, V. (2016). CLICABRASIL: uma proposta para ensino de português como língua estrangeira (PLE) e cultura brasileira. In Ribeiro, Alexandre do Amaral (Org.) Ensino de Português do Brasil para estrangeiros: internacionalização, contextos e práticas. Rio de Janeiro: Epublik; WAK Editora.

**Distinctions:** Professional Development Awards from the Texas Language Center (2015 & 2016). Keynote Speaker – “ClicaBrasil: um website para ensino de PLE e cultura brasileira através de vídeos e textos autênticos”. Presented at the Jornadas Sobre o Ensino de Português para Falantes de Outras Línguas, organized by the Brazilian Embassy in Mexico. Mexico City, December 6, 2016; Prize for Best Academic Publication from the American Association of Teachers of Portuguese and Brazilian International Press Award for the essay “Teaching Brazilian Portuguese and Culture Through Authentic Videos and Readings of Crônicas”. May, 2014



## **JOSHUA FRENG-STRING**

ASSISTANT PROFESSOR, DEPARTMENT HISTORY, COLLEGE OF LIBERAL ARTS (TENURE TRACK)

**Education:** Ph.D. in Latin American History, New York University, Department of History, 2015

**Expertise:** revolution in modern Latin America; popular politics; labor history; urban history; the history of food; and US-Latin American relations.

**Field Experience:** Uruguay, Chile, Argentina, Brazil

**Percent Time Dedicated to LAS:** 90%      **Dissertations/Theses in Past 5 years:** 0

**Language Proficiency:** Spanish 5, Portuguese 3

**LAS Courses (3):** "Chile from Revolution to Counterrevolution," "Latin America and the United States 1800-present," Revolution in Modern Lat Amer

### **Publications:**

2018 "Communists, Commissars, and Consumers: The Politics of Food on the Chilean Road to Socialism," Hispanic American Historical Review (accepted September 2017, expected publication in spring/summer 2018)

2011 "Revolution Through Reform: Popular Assemblies, Housing Cooperatives, and Uruguay's New Left." In Contemporánea: Historia y problemas del siglo XX 2 (2011):12-30.

### **Distinctions:**

2014. Mellon Foundation Dissertation Completion Fellowship; 2010. Foreign Language Area Studies (FLAS) Fellowship (São Paulo, Brazil); 2008. Visiting Scholar, Universidad de la República (Montevideo, Uruguay)

## **DANIEL FRIDMAN**

CHAIR, LLILAS FACULTY COMMITTEE OF ARGENTINE STUDIES PROGRAM

ASSISTANT PROFESSOR, LLILAS & SOCIOLOGY, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** Ph.D., Sociology Columbia University, 2010

**Expertise:** Economy and Culture; Consumption; Finances and Popular Culture; Neoliberalism and Globalization.

**Field Experience:** Argentina, Mexico and Brazil

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 2/2

**Language Proficiency:** Spanish:5 Portuguese:4

**LAS Courses (3):** Proseminar in LAS; Consumption, Culture and Dev in Lat Amer; Dev Mkts & Soc Lat Amer

### **Publications:**

Wilks, Ariel & Daniel Fridman (2018), "Economic Sociology in Argentina," Newsletter of the Economic Sociology Section, American Sociological Association. <https://www.economicsoc.com/publications/2018/1/25/the-global-dispatch>

Fridman, Daniel (forthcoming, 2018). "¿Cuánto vale la neurosis?: el pago por la terapia en la ciudad de Buenos Aires," [How Much Does Neurosis Cost? The Payment for Psychotherapy in Buenos Aires.] in Wilks, Ariel (ed.), El poder de (e)valuar. La producción monetaria de jerarquías sociales, morales y estéticas en las sociedades contemporáneas. Buenos Aires and Bogotá: UNSAM Edita/Universidad del Rosario.

Fridman, Daniel (2017). Review of Entrepreneurial Selves: Neoliberal Respectability and the Making of a Caribbean Middle Class by Carla Freeman, Contemporary Sociology, 46(1), pp. 74-76.

Fridman, Daniel (Nov 2016). Freedom from Work: Embracing Financial Self-Help in the United States and Argentina. Stanford, CA: Stanford University Press.

**Distinctions:** Mellon Summer Research Grant, Lozano Long Institute of Latin American Studies, UT-Austin, 2018.

## **SETH GARFIELD**

LLILAS BENSON FACULTY UNDERGRADUATE ADVISOR  
PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., in History, Yale University, 1996

**Expertise:** Transnational History of the Brazilian Amazon, 1940-1990. Social policies and cultural constructions of the Brazilian Amazon, 1940-1988; Book manuscript: War in the Amazon: Brazil, The United States and the Struggle for the Amazon, From World War II to Global Warming

**Field Experience:** Amazonia, Brazil

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 11/3

**Language Proficiency:** Spanish:3 Portuguese:4

**LAS Courses (7):** Dictator Dirty War Dem In Lat Amer; History of 20C. Lat Amer; Postcolonial Brazil; Modern Brazil Slavery and Post-Emancipation in Brazil; Colonial Brazil; The Amazon: Myths and History

### **Publications:**

"The Amazon's Greatest Generation? A Forgotten History of World War II" *Americas Quarterly* 11, 1 (January 2017): 14-17.

"Onde a Terra Toca o Ceu: A Luta dos Indios Xavante por Terra, 1951-1979," in *Antropologia e Historia Xavante em Perspectiva*, eds. Carlos E.A. Coimbra Jr. and James R. Welch (Rio de Janeiro: Museu do Indio, 2014), pp. 39-67.

**Distinctions:** Fellow of John E. Green Regents Professorship in History, January- August 2015; Bolton-Johnson Prize, 2014. Awarded by the Conference on Latin American History of the American Historical Association for the best book in English on any aspect of Latin American history.

## **LAWRENCE E. GILBERT**

PROFESSOR, INTEGRATIVE BIOLOGY (ZOOLOGY), COLLEGE OF NATURAL SCIENCES

**Education:** Ph.D., Biological Sciences, Stanford University, 1971

**Tenure Status:** Tenured

**Expertise:** Rainforest structure and animal-plant interactions; insect population biology; basic ecology of pest organisms that affect overall biological diversity

**Field Experience:** Costa Rica; Brazil; Argentina

**Percent Time Dedicated to LAS:** % 25

**LAS Courses (2):** Ecology Laboratory, First-Year Signature Course

### **Publications:**

FOLGARAIT, P. J., CHIRINO, M. G., & GILBERT, L. E. (2017). Morphological traits associated with pupae viability in *Pseudacteon* (Diptera: Phoridae) parasitoids. *Revista de la Sociedad Entomológica Argentina*, 64(3).

Gilbert, L. E., Christen, C. A., Altrichter, M., Longino, J. T., Sherman, P. M., Plowes, R., ... & Phillips, P. (2016). The Southern Pacific lowland evergreen moist forest of the Osa Region. *Costa Rican Ecosystems*. The University of Chicago Press. Chicago, Illinois, USA, 360-411.

**Distinctions:** 2012 Distinguished Texas Scientist, Texas Academy of Science

## **LYNDON GILL**

ASSISTANT PROFESSOR, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS (TENURE TRACK)

**Education:** Ph.D., African American Studies & Anthropology, Harvard University, 2010

**Expertise:** Caribbean queer life, artistry and activism

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 60%

**Dissertations/Theses in Past 5 years:** 1/1

**Language Proficiency:** Spanish: 4, French: 3

**LAS Courses (2):** Sex & Power in the African Diaspora; Black Queer Diaspora

### **Publications:**

2018 "Too Light and Grace for This Place: Queer Imperatives, Transcendent Hope, and benu." In D'bi Young (Ed.), *The Sankofa Trilogy: Blood.claa, Benu, Word! Sound! Powah!* ). Montreal, Canada: McGill-Queen's University Press.

2018 *Erotic Islands: Art & Activism in the Queer Caribbean*. Durham: Duke University Press (in Press).

2015 "Sincerely Yours: Love Letters for Audre Lorde." In *Sargasso: a Journal of Caribbean Literature, Language & Culture*. Rio Piedras: University of Puerto Rico.

**Distinctions:** 2015 – 2016 PI, "I Am a Messenger: Spiritual Baptism and the Queer Afterlife of Faith", \$45,000 National Academy of Science.

## **KATE GILLESPIE**

ASSOCIATE PROFESSOR, DEPARTMENT OF MARKETING, MCCOMBS SCHOOL OF BUSINESS (TENURED)

**Education:** PhD, Business Administration, University of London, England, 1983.

**Expertise:** International business, policy and marketing, business in developing countries

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** N/A

**LAS Courses (2):** Global Marketing, Emerging Markets

### **Publications:**

Gillespie, Kate, and H. David Hennessey, *Global Marketing*. Stamford, CT: Cengage.Fourth Edition, 2015

Kate Gillespie and J. Brad McBride, "Counterfeit Smuggling: Rethinking Paradigms of Diaspora Investment and Trade Facilitation." *Journal of International Management* (Volume 19, 2013): 66-81.

**Distinctions:** Associate Director for the Center for Middle Eastern Studies, UT Austin

## **DENISE GILMAN**

CLINICAL PROFESSOR, SCHOOL OF LAW (NON-TENURE)

**Education:** J.D., Columbia University, 1994; LLM Georgetown University Law Center, 2007

**Expertise:** immigration and citizenship; international human rights law

**Field Experience:** Central America, El Salvador, Honduras, Mexico

**Percent Time Dedicated to LAS:** 35%

**Dissertations/Theses in Past 5 years:** 0/3

**Language Proficiency:** Spanish:5

**LAS Courses (2):** Refugee Law & Policy; Immigration

### **Publications:**

Immigration Detention, Inc., forthcoming Journal for Migration and Human Security (spring 2018)

To Loose the Bonds: The Deceptive Promise of Freedom from Pretrial Immigration Detention, 92 Indiana L.J. 157 (2016)

**Distinctions:** Member, American Bar Association Commission on Immigration, 2012-2017

2016 Federal Bar Association Immigration Law Section "Attorney of the Year"

## **GLORIA GONZALEZ-LOPEZ**

PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Sociology, University of Southern California, 2000

**Expertise:** sexuality, gender, and social inequality in Mexico

**Field Experience:** Mexico, US-Mexico Border

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 12 /10

**Language Proficiency:** Spanish:5

**LAS Courses (5):** Contemporary Issues in Sociology: Special Topics, First-Year Signature Course., Sociology of Sexual Violence, Sexual Violence across Mexican Cultures; Chicano/Latino Men & Masculinities

### **Publications:**

González-López, G.(2016). ¿Cuál frontera?! Sexualidad y género en el México extenso. México: Universidad Autónoma de Aguascalientes. 238 pages.(Foreword by Marcela Lagarde y de los Ríos and Afterword by Pierrette Hondagneu-Sotelo).

González-López, G.(2015). Family Secrets: Stories of Incest and Sexual Violence in Mexico. New York, NY: New York University Press. 313pages.

González-López, G.(2015). Sexual Violence across Mexican Cultures. In L. Holleran Steiker (Ed.), Signature Course Stories: Transforming Undergraduate Learning (129-131). Austin, TX: University of Texas Press.

**Distinctions:** 2017 Humanities Institute Fellow, UT Austin; 2017 Global Classroom Fellowship, UT Austin; 2014 Award for Excellence in Teaching Contemporary Content, UT Austin

## **EDMUND T. GORDON**

ASSOCIATE PROFESSOR, ANTHROPOLOGY, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS  
(TENURED)

**Education:** Ph.D. ,Anthropology, Stanford University, 1981

**Expertise:** African American anthropology; economic anthropology; maritime anthropology; ethnicity and social stratification

**Field Experience:** Caribbean; Central America

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 13/0

**Language Proficiency:** Spanish:4

**LAS Courses (3):** Afro-Caribbean Politics and Culture-Nicaragua; Black Diaspora Theory and Ethnography; El Buen Vivir in the Americas; Intro to Africa and African Diaspora Studies.

### **Publications:**

Gordon, Edmun,et al. "Informe Final. El Buen Vivir, la Educación y el Empoderamiento Político: Trayectorias de las Organizaciones Afrodescendientes e Indígenas en Centroamérica." Mexico: Ford Foundation, 2012.

**Distinctions:** Presidential Citation, University of Texas at Austin, 2013; Vice Provost for Diversity

## **KENNETH GREENE**

ASSOCIATE PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., in Political Science, University of California-Berkeley, 2002

**Expertise:** Political parties; elections; voting behavior, authoritarian regimes, transitions to democracy, clientelism

**Field Experience:** Latin America

**Percent Time Dedicated to LAS:** 60%

**Dissertations/Theses in Past 5 years:** 12/3

**Language Proficiency:** Spanish:4

**LAS Courses (2):** Politics Of Mexico, United States-Mexico Relations

### **Publications:**

"Authoritarian Legacies and Party System Stability in Mexico" in Scott Mainwaring (ed.) Party Systems in Latin America: Institutionalization, Decay, and Collapse. New York: Cambridge University Press, 2018, pp. 201-226 [with Mariano Sánchez Talanquer].

"Vote Buying" in Electoral Dictionary. San Jose, Costa Rica: Inter-American Institute on Human Rights (IIDH-CAPEL), 2017: 186-193 [with Alberto Guevara Castro].

"The Niche Party: Regime Legacies and Party-Building in New Democracies" in Jorge Domínguez, Steven Levitsky, James Loxton, Brandon Van Dyck, and Jorge I. Domínguez (eds.), Challenges of Party-Building in Latin America. New York: Cambridge University Press, 2016, pp. 159-186.

"Positional Issue Voting in Latin America" in Ryan Carlin, Matthew Singer, and Elizabeth Zechmeister (eds.) The Latin American Voter. Ann Arbor MI: University of Michigan Press, 2015, pp. 173-194 [with Andy Baker].

"Campaign Effects since Mexico's Democratization" in Jorge Domínguez, Kenneth F. Greene, Chappell Lawson, and Alejandro Moreno (eds.) Mexico's Evolving Democracy: A Comparative Study of the 2012 Elections. Baltimore MD: The Johns Hopkins University Press, 2015: 128-152.

**Distinctions:** 2017 Franklin L. Burdette/Pi Sigma Alpha prize for the best paper (among 7,266 papers) for "Why Vote Buying Fails: Campaign Effects and the Elusive Swing Voter"; 2017 Sage Best Paper Award Hon. Mention for "Why Vote Buying Fails: Campaign Effects and the Elusive Swing Voter"; 2015 Best Paper Award, American Political Science Association, for "Ousting Autocrats: The Political Economy of Competitive Authoritarianism"; 2014-2015, Chair of Excellence and Visiting Professor, Juan March Institute-Carlos III University, Madrid, Spain.

## **JULIA GUERNSEY**

PROFESSOR, ART AND ART HISTORY, COLLEGE OF FINE ARTS (TENURED)

**Education:** Ph.D, University of Texas at Austin, Dept. of Art & Art History, 1997

**Expertise:** Ancient Mesoamerica, particularly the Pacific coast and piedmont of Guatemala and Mexico; sculptural manifestation of public and private ritual during the formative period in Mesoamerica at La Blanca and Takalik Abaj in Guatemala and Izapa in Chiapas, Mexico

**Field Experience:** Ancient Mesoamerica: the Pacific coast and piedmont of Guatemala and Mexico

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 8/6

**Language Proficiency:** Spanish:3

**LAS Courses (2):** Mapping Mesoamer After Conq, Mesoamerican Art

### **Publications:**

August 2017. "Late Formative feline pedestal sculptures and an iconography of cacao." (J. Guernsey, M. Love, R. Mendelsohn, S. Romero, and A. Turner)

December 2016. "Captive Representations and Social Discourse at Izapa and in Late Formative Southeastern Mesoamerica." *Ancient Mesoamerica*.

2016. Water, Maize, Salt, and Canoes: Iconography, Economics, and Commodities at Late Preclassic Izapa. *Latin American Antiquity* 27 (3): 340-356.

2014. "Framed: The Textile Associations of Preclassic Geometric Bands." In *Wearing Culture: Dress and Regalia in Early Mesoamerica and Central America*, eds. H. Orr and M.Looper. University Press of Colorado. (C. Earley and J. Guernsey)

**Distinctions:** 2016 Faculty Research Assignment (FRA), "Wielding the Human Form: Elite Culture in Late Preclassic Mesoamerica," UT Austin; 2015 President's Associates Teaching Excellence Award; 2014 Regents Outstanding Teaching Award

## **NICOLE GUIDOTTI - HERNANDEZ**

ASSOCIATE PROFESSOR, AMERICAN STUDIES, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., English, Cornell University, 2004

**Expertise:** U.S./Third World feminisms; critical race studies; Chicana/o and Latina/o studies; borderlands history

**Field Experience:** Mexico, US-Mexico Border

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 4/4

**Language Proficiency:** Spanish:4

**LAS Courses (3):** Special Topics., Seminar in American Culture., Introduction to American Studies

### **Publications:**

"Ugly Brown Bodies: Queering Desire in Machete" *Race and Cultural Practice in Popular Culture*. Edited by Rachel Gonzalez-Martin and Domino Perez October 2018, Rutgers University Press.

"Borderlands." In *Keywords in Latino/a Studies*. Edited by Larry La Fountain-Stokes, Nancy Mirabal, and Deborah Vargas, New York: NYU Press, 2017.

"Introduction to Sexing Empire: Bodies, Gender, and Desire in Colonial and Postcolonial Relations." *Radical History Review*. Volume 2015, Number 123, October 2015. With Ben Cowan and Jason Ruiz.

"Petra Santa Cruz Stevens and The Sexual and Racial Modalities of Property Relations in the Arizona- Sonora Borderlands." *Cultural Dynamics*, Fall 2014.

**Distinctions:** Big XII Faculty Fellowship, Kansas State, Spring 2014.

## **LAUREN GULBAS**

ASSISTANT PROFESSOR, STEVE HICKS SCHOOL OF SOCIAL WORK (TENURE-TRACK)

**Education:** 2008 Ph.D., Anthropology, Southern Methodist University, Dallas, TX

**Expertise:** Suicidality in Latin@ youth, phenotypes and racism in Latin America, ethnographic research

**Field Experience:** Argentina, Mexico, Venezuela

**Percent Time Dedicated to LAS:** 80% **Dissertations/Theses in Past 5 years:** 5/3

**Language Proficiency:** Spanish 3

### **Publications:**

Gulbas, L. E. (2017). Transformative possibilities: Politics, aesthetics, and cosmetic surgery in the Bolivarian Revolution. *Medical Anthropology*, 36(7):642-656.

Gulbas, L. E. & Zayas, L. H. (2017). Exploring the effects of U.S. immigration enforcement on the well-being of citizenchildren in Mexican immigrant families. *The Russell Sage Foundation Journal of Social Sciences*, 3(4), 53-69.

Gulbas, L. E. (2013). Embodying racism: Race, rhinoplasty, and self-esteem in Venezuela. *Qualitative Health Research*, 23, 326-335.

### **Distinctions:**

2018 Excellence in Medical Education: Oral Abstract Presentation (with H.F. Ryder & W. Guerin). Association of American Medical Colleges.

Co-Principal Investigator (with L.H. Zayas), "Why Adolescent Latinas Attempt Suicide More than Other Females," (R21 MD012338 awarded to L. E. Gulbas & L. H. Zayas, multiple PIs). National Institute on Minority Health and Health Disparities, 2017-2019, \$275,000.

2005 National Science Foundation Ethnographic Training Grant, Southern Methodist University

## **LAURA G GUTIERREZ**

ASSOCIATE PROFESSOR, DEPARTMENT OF MEXICAN AMERICAN AND LATINA/O STUDIES, COLLEGE OF FINE ARTS  
(TENURED)

**Education:** Ph.D., Spanish, University of Wisconsin-Madison, 2000

**Expertise:** Gender, sexuality, and race in Latin America; post-revolutionary Mexican culture

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 12/6

**Language Proficiency:** Spanish:5, Portuguese: 4, Italian:3

**LAS Courses (3):** Introduction to Mexican American and Latina/o Studies; Performance, Feminism & Body in the Americas; Transnational Latinx Pop Culture

### **Publications:**

2017. "Staging Latinidad and Interrogating Neoliberalism in Contemporary Latina/o Performance and Border Art." In *The Cambridge History of Latina/o Literature*, edited by John Morán González and Laura Lomas. Cambridge: Cambridge U Press, 2017: 621-35.

2017 "Rasquachismo." In *Keywords in Latino Studies*, edited by Lawrence La Fountain-Stokes, Nancy Raquel Mirabal, and Deborah R. Vargas. New York University Press.

**Distinctions:** 2016-17 Center for Mexican American Studies Faculty Research Fellowship, 2015-16 Public Voices OpEd Project Fellow, and 2015 Walter and Gina Ducloux Fine Arts Faculty Fellowship, The University of Texas at Austin.

## **PATRICIA HANSEN**

DIRECTOR OF THE DUAL DEGREE PROGRAM IN LAW AND LATIN AMERICAN STUDIES  
PROFESSOR, SCHOOL OF LAW (TENURED)

**Education:** J.D., Yale University, 1982

**Expertise:** international trade law; NAFTA; business

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 30%

**Dissertations/Theses in Past 5 years:** 0/2

**Language Proficiency:** Spanish: 4, Portuguese: 2, French: 2

**LAS Courses (3):** International Business Transactions; Law of the United States-Mexico Border, Trade and Investment in Latin America

### **Publications:**

Hansen, Patricia Isela. "Perspectives on Diplomacy, Arbitration and Adjudication from the United States and Latin America." *Dispute Resolution* 65. Ed. Carl Baudenbacher. Stuttgart: German Law Publishers, 2009.

Hansen, Patricia Isela. "Dispute Settlement In The NAFTA And Beyond." *Texas International Law Journal* 40.3 (2005): 417-424

**Distinctions:** J. Waddy Bullion Professor of Law

## **BRIAN HORTON**

ASSOCIATE PROFESSOR, GEOLOGICAL SCIENCES, JACKSON SCHOOL OF GEOSCIENCES (TENURED)

**Education:** Ph.D., Geosciences, University of Arizona, 1988

**Expertise:** geology, sedimentology, stratigraphy, tectonics, Andes

**Field Experience:** Bolivia, Peru, Colombia, Argentina

**Percent Time Dedicated to LAS:** %20

**Dissertations/Theses in Past 5 years:** 6/2

**LAS Courses (2):** Tectonics and Climate of South America; Dynamic Field Stratigraphy of the Andes

### **Publications:**

Horton, B.K., 2018, Tectonic regimes of the central and southern Andes: Responses to variations in plate coupling during subduction: *Tectonics*, v. 37, p. 402-429, doi:10.1002/2017TC004624.

Horton, B.K., 2018, Sedimentary record of Andean mountain building: *Earth Science Reviews*, v. 178, p. 279-309, doi.org/10.1016/j.earscirev.2017.11.025 [invited review].

Calle, A.Z., Horton, B.K., Limachi, R., Stockli, D.F., Uzeda-Orellana, G.V., Anderson, R.B., and Long, S.P., 2018 (in press), Cenozoic provenance and depositional record of the Subandean foreland basin during growth of the central Andean fold-thrust belt, southern Bolivia, in Zamora Valcarce, G., McClay, K., and Ramos, V.A., eds., *Petroleum Basins and Hydrocarbon Potential of the Andes of Peru and Bolivia: AAPG Memoir*.

**Distinctions:** William R. Dickinson Medal - Society for Sedimentary Geology (SEPM), 2018; Outstanding Educator Award - Jackson School of Geosciences, UT, 2017; 2017 - 2019 Trans-Amazon Drilling Project. International Continental Scientific Drilling Program (ICDP); 2016 - 2018 Mapping linkages between geophysical and biological diversity across space and time in the Andes, Amazon, and Chocó of Perú, Ecuador, and Colombia. NASA Biodiversity Program; 2016 - 2017 Continental-scale drainage reversal of the Amazon River. National Geographic Society Research and Exploration Grants Program; 2015 - 2016 The dynamics of mountains, landscapes and climate in the distribution and generation of biodiversity of the Amazon/Andean forest. NSF Frontiers in Earth System Dynamics (FESD).



## **WENDY HUNTER**

PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D. in Political Science, University of California, Berkeley, 1992

**Expertise:** social policy issues in Latin America; politics of education and health reform

**Field Experience:** Brazil

**Percent Time Dedicated to LAS:** 80%

**Dissertations/Theses in Past 5 years:** 10/1

**Language Proficiency:** Spanish:3 Portuguese:4

**LAS Courses (2):** Analytical Issues In Latin American Politics; Politics, Economy, and Society of Contemporary Brazil

### **Publications:**

Jorge Antonio Alves and Wendy Hunter. "From Right to Left in Brazil's Northeast: Transformation, or 'Politics as Usual'?" 2017. *Comparative Politics* 49: 4(July): 437-455.

Wendy Hunter and Natasha Borges Sugiyama. "Making the Newest Citizens: Achieving Universal Birth Registration in Contemporary Brazil." 2017. *Journal of Development Studies* (Published online 28 June, 2017)

Wendy Hunter. 2014. "Making Citizens: Brazilian Social Policy from Getúlio to Lula." *Journal of Politics in Latin America* 2014/3(December): 15-37.

Wendy Hunter and Natasha Borges Sugiyama. 2014. "Transforming Subjects into Citizens: Insights from Brazil's Bolsa Família." *Perspectives on Politics* 12: 4 (December): 829-845.

**Distinctions:** Raymond Dickson Centennial Endowed Teaching Award, 2014-2015, and Outstanding Faculty Member of the Year, 2013-14 (student selection), the University of Texas–Austin.

## **BENJAMIN IBARRA-SEVILLA**

ASSISTANT PROFESSOR, ARCHITECTURE, SCHOOL OF ARCHITECTURE (TENURE-TRACK)

**Education:** MS Master Degree in Conservation and Restoration of Built Heritage

University of Alcalá de Henares and Carolina Foundation Excellence Program, Madrid, Spain. 2005

**Expertise:** geometric analysis of 16th-century ribbed vaults in Mexico, ancient masonry techniques, stereotomy, descriptive geometry, and architectural geometry

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 0/7

**Language Proficiency:** Spanish:5

**LAS Courses(2):** Dev Probs/ Pols in Latin Amer; Topics in Design Theory

### **Publications:**

The city of Oaxaca as World Heritage Site: Challenges to overcome for reaching integrated conservation, by Benjamin Ibarra Sevilla, Forty years after the Manifest of Amsterdam: Reflections on the past, present and future of Integrated Conservation, Centre for Advanced Studies in Integrated Conservation - CECI, Instituto Politécnico do Porto, Porto, Portugal. p. 48-64, Article in English, Spanish and Portuguese, 2018.

Construction History Research of Early Colonial Buildings in Central America, New Doors for Interpretation, by Benjamin Ibarra Sevilla, *Construction History Journal* No. 29 p. 7-12, Essay in English, 2016.

From Stone Fretwork to Ribbed Vaults, Sixteenth-century Masonry Construction Techniques of the Mexican Indigenous People, by Benjamin Ibarra Sevilla, *Informes de la Construcción* Vol. 65, Instituto Eduardo Torroja, Spain, Vol. 65, No EXTRA-2, pp 65-80 Article in English and Spanish, 2014.

**Distinctions:** Phillip Johnson Publication Award by the Society of Architectural Historians (2017); best publication award (theory, history and criticism), Latin American Biennale of Quito (2016); best publication medal at the National and International Architecture Biennale of Mexico (2015); best publication medal, Architecture Biennale of Mexico City (2015)

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## **MONICA JIMENEZ**

ASSISTANCE PROFESSOR, DEPARTMENT OF AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS  
(TENURE TRACK)

**Education:** Ph.D. History, University of Texas at Austin, May 2015

**Expertise:** history of human rights, race, and colonialism in (Afro-) Latin America and the Caribbean

**Field Experience:** Puerto Rico, Costa Rica

**Percent Time Dedicated to LAS:** 100

**Language Proficiency:** Spanish 5, Italian 4, Portuguese 3, Greek 3, French 2

**LAS Courses (3):** Race Against Empire: Americas, Debt/Colonialism Caribbean, Race/Rights Latin America

### **Publications:**

"Puerto Rico Under the Colonial Gaze: Oppression, Resistance and the Myth of the Nationalist Enemy." In revise and resubmit stage at Latino Studies.

### **Distinctions:**

2017 Center for Women and Gender Studies, Faculty Development Program, UT Austin

2016 Institute for Global Law and Policy Workshop, Harvard Law School, Madrid, Spain

2015 Institute for Global Law and Policy Workshop, Harvard Law School, Doha, Qatar

## **ORLANDO KELM**

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., University of California, Berkeley 1989

**Expertise:** teaching of foreign languages for professional purposes; use of technology in foreign language education; Spanish and Portuguese phonetics; applied linguistics

**Field Experience:** Brazil

**Percent Time Dedicated to LAS:** 85%

**Dissertations/Theses in Past 5 years:** 2 /1

**Language Proficiency:** Spanish: 5, Portuguese: 5, German: 2, Chinese: 2, Italian: 2, Catalan: 2, Japanese: 1

**LAS Courses (13):** Advanced Portuguese Grammar, Advanced Portuguese Conversation, Portuguese Practical Phonetics, Advance Spanish Grammar, Spanish Practical Phonetics, Spanish Applied Linguistics, Business Spanish Portuguese Phonetics and Phonology, Portuguese Linguistics, Spanish Phonetics and Phonology, Language for Specific Purposes, Business in Latin America (MBA), FRGN LANG in Digital Human; Pragmatic Variation

### **Publications:**

Kelm, Orlando R., David Victor, and Haru Yamada. The Seven Keys to Communicating in Japan: An Intercultural Approach. Washington, D.C.: Georgetown University Press, 2017. Pp 254.

Kelm, Orlando R. 2017. "Language Learning in a Digital World." Handbook for Portuguese Instructors, Margo Milleret and Mary Risner (eds.). Pg 149-158.

Kelm, Orlando R. 2017. "Student Motivation in Learning Portuguese." Hispania 100: 297-299.

Kelm, Orlando R. and David A. Victor. The Seven Keys to Communicating in Brazil: An Intercultural Approach. Washington, D.C.: Georgetown University Press, 2016. Pp 211.

Kelm, Orlando R. 2014. "Portuguese for L1 English-L2 Spanish Speakers: Tá Falado." In Laura Callahan (ed.), Spanish and Portuguese Across Time, Place, and Borders: Studies in Honour of Milton M. Azevedo. 200-214. Palgrave Macmillan Publishers.

**Distinctions:** "OER Master Creator Badge" COERLL, University of Texas at Austin, March 2018.

"Prêmio Especial do Board da American Organization of Teachers of Portuguese." 18th Annual Brazilian International Press Awards 2015, Fort Lauderdale, Florida, May 8, 2015.

## **GREGORY KNAPP**

ASSOCIATE PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Geography, University of Wisconsin at Madison, 1984

**Expertise:** Adaptive dynamics, cultural landscapes, archaeology and sustainability of Andean agriculture; Ethnography

**Field Experience:** Mexico, Guatemala, Belize, Honduras, Nicaragua, Costa Rica, Panama, Puerto Rico, Dominican Republic, Colombia, Venezuela, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, Paraguay

**Percent Time Dedicated to LAS:** 90%

**Dissertations/Theses in Past 5 years:** 12/4

**Language Proficiency:** Spanish:4, French:2

**LAS Courses (2):** Geography Of Latin America; Lat America Cultures, Environment, Development; Nature, Society and Sustainability-Ecuador (Study Abroad)

### **Publications:**

2018. Mountain Agriculture for Global Markets: The Case of Greenhouse Floriculture in Ecuador, in Mark Fonstad, ed., Mountains: Physical, Human-Environmental, and Sociocultural Dynamics, Routledge. (republishing of article originally published in the Annals of the AAG).

2016. In Memoriam: Karl Butzer, Latin Americanist Geographer. Journal of Latin American Geography 15(2):167-171.

2015. Mapping Flower Plantations in the Equatorial High Andes, Journal of Latin American Geography 14(3):229-244. (October).

**Distinctions:** 2013-2016, and 2016-2019. Elected Member, Board of Directors, History of Geography Specialty Group, American Assoc. Geographers. 2017-present. Member, Directorate of External Evaluators, Pontifical Catholic University of Peru, Lima.

## **DALE KOIKE**

PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Romance linguistics, University of New Mexico, 1982

**Expertise:** Pragmatics research of native speakers of Mexico, Brazil, Spain; dialogue of native speakers of Mexico, Brazil, Spain; Classroom learner interaction with native speakers of Spanish and Portuguese Effectiveness of teaching intervention in the acquisition of Spanish and Portuguese pragmatics and dialogue skill

**Field Experience:** Mexico, Brazil, Chile and Argentina

**Percent Time Dedicated to LAS:** 65%

**Dissertations/Theses in Past 5 years:** 6/0

**Language Proficiency:** Spanish:5 Portuguese:5

**LAS Courses (9):** Spanish Practical Phonetics, Ling and the Spanish Learner, Spanish Applied Ling, Senior seminar on Spanish Morphology and Dialectology, Introduction to Spanish Second Language Acquisition, Second Language Acquisition in Spanish—Parts I and II, Spanish Discourse Analysis and Pragmatics, Afro-Latinos: Polit/CUL/Memory

### **Publications:**

Koike, Dale. 2017. "Os frames culturais na fala: Expectativas para a (des)cortesia." In Ana Lúcia Tinoco Cabral, Isabel Roboredo Seara, e Manoel Francisco Guaranha (eds.), Descortesia e Cortesia: Expressão de Culturas. 57-92. São Paulo: Editora Cortez.

Koike, Dale. 2017. "Theory and Practice." In Edda Weigand (ed.), The Routledge Handbook of Language and Dialogue. 251-263. New York and London: Routledge.

Koike, Dale, and Jennifer Witte. 2017. "Spanish Corpus Proficiency Level Website and Corpus: An Open Source, Online Resource for Corpus Linguistics Studies." In Margarita Alonso-Ramos (ed.), Spanish Learner Corpus Research. Current trends and future perspectives. 169-197. Amsterdam: John Benjamins.

**Distinctions:** Peter T. Flawn Centennial Professorship in Spanish Language and Literature, 2013; TX Language Center Grant, 2010- 2012; Resources in Language Learning Grant, Center for Open Education, Language Resources 2011-2012

## **RICHARD J. KYLE**

ASSOCIATE PROFESSOR, DEPARTMENT OF GEOLOGICAL SCIENCES, JACKSON SCHOOL OF GEOSCIENCES (TENURED)

**Education:** Ph.D., Geology, 1977, University of Western Ontario, London, Canada

**Expertise:** Ore deposits geology, mineralization in volcanic terranes, industrial mineral resources

**Field Experience:** Mexico, Brazil, Indonesia

**Percent Time Dedicated to LAS:** 25% **Dissertations/Theses in Past 5 years:** 1/5

### **Publications:**

Mills, S.E., and Kyle, J.R., 2011, Relation of trace-metal concentrations to the luminescence of hydrothermal calcite veins, Batopilas Silver District, Chihuahua, Mexico, in Pennell, W. et al., eds., Proceedings, Geological Society of Nevada 2010 Symposium: Great Basin Evolution and Metallogeny, Vol. 2, p. 1111-1117

Kyle, J.R., and Misi, A., 1997, Origin of Zn-Pb-Ag sulfide mineralization in Upper Proterozoic phosphate-rich carbonate strata, Irecê Basin, Bahia, Brazil: Int. Geol. Review, v. 39, p. 383-399.

### **Distinctions:**

Geological Society of America Energy Division Best Poster Award (2015)

Keynote, International Association on Genesis of Ore Deposits, Kunming, China (2014)

## **FERNANDO LARA**

CHAIR, LLILAS BENSON BRAZIL CENTER, ASSOCIATE PROFESSOR, ARCHITECTURE, SCHOOL OF ARCHITECTURE (TENURED)

**Education:** Ph.D. Architecture, University of Michigan, 2001

**Expertise:** Latin American architecture; Latin American urbanism; favelas; sustainability

**Field Experience:** Brazil, Latin America

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 9/8

**Language Proficiency:** Spanish:4 Portuguese:5

**LAS Courses (2):** Topics in the History of Architecture, Topics in Design Theory

### **Publications:**

Editor of the series Latin America: Thoughts, Editora Romano Guerra, São Paulo. Books published under this series are: Architecture and Nature by Abilio Guerra (honorable mention on the UIA CICA award, 2017)

"Pobrazilsteni Brasilie", in Brasilia-Mesto-Sem, edited by Yvonna Fricova, Prague: Indigoprint, 2017, pp. 243-246.

"Participation Matters: From Favela Bairro to the Mega Events and their impact in Brazilian Informal Settlements", in Marginal Urbanisms (Hernandez & Becerra, editors), Cambridge: Cambridge Scholars Publishing, 2017, pp. 64-80.

"Projetando Instituições", Thésis, Rio de Janeiro, v. 1, n. 1, p. 18-27, jan/jun. 2016

"50 years of Urban Policy in Brazil: 1963-2013", (with Ana Paula Koury) in Planning versus Participation: a fake dilemma, Austin: São Paulo: Nhamérica Press, 2016, pp. 73-99.

"A Arquitetura Moderna Brasileira e o Automóvel: o casamento do século", in Cidade e Movimento: Mobilidade e Interações no Desenvolvimento Urbano (Krause, Balbin & Link, organizers), Brasília: IPEA, 2016, pp. 129-140.

**Distinctions:** 2017 Visiting Professor at Universidade de São Paulo, Instituto de Estudos Brasileiros; 2014-2017 Founder and first president of Laboratório de Urbanismo Avançado, a non-profit devoted to the improvement of public spaces in Brazil; 2014-2016, Co-PI NSF International Research Experiences for Students in Infrastructure Remediation in Informal Settlements in Santo Domingo, Dominican Republic, \$ 250,000; and Co-PI UT-FAPESP grant, Planning and participation: a new agenda for urban and environmental policies in Brazil, \$ 50,000.

## **EDGARDO LATRUBESSE**

PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D, Geological Sciences, National University of San Luis, Argentina, 1992

**Expertise:** Fluvial geomorphology and sedimentology, river management, Quaternary studies of tropical, sub-tropical and temperate/semiarid environments including large aeolian systems and fluvio-aeolian interactions, geo-ecology

**Field Experience:** Argentina, Brazil, Bolivia, Paraguay, Guyana, Perú, Colombia, Venezuela, Malaysia, Myanmar, Nepal.

**Percent Time Dedicated to LAS:** 95%

**Dissertations/Theses in Past 5 years:** 6/7

**Language Proficiency:** Spanish:5 Portuguese:4 Italian:3

**LAS Courses (1):** Envir Chng Mgmt Of Large River

### **Publications:**

Latrubesse, E., Abad, J. (2018). (Guest Editors). Large Rivers, Geomorphology, 302 (1-106).

Dapolito, C., Latrubesse, E., Absy, M. L. (2018). Results confirm a relatively dry setting during the last glacial (MIS 3 and LGM) in Carajás, Amazonia: a comment on Guimarães et al. The Holocene, 28(2) 330-331.

Latrubesse, E., Arima E. Dunne T., Park E., Baker V, Horta F., Wight, C., Wittmann F., Zuanon, J., Baker P., Ribas C, Norgaard R., Filizola N., Ansar A., Flyvbjerg B., Stevaux, J. (2017). Damming the rivers of the Amazon basin. Nature, 546, 363-369.

Park, E. and Latrubesse, E. (2017). High-resolution mapping of flood routing patterns and hydrological connectivity in the middle Amazon River floodplain. Remote Sensing of the Environment 198, 321-332.

Stevaux, J. C. and Latrubesse, E. (2017). Geomorfología fluvial. Oficina de Textos Publisher, Brazil, 336p, Sao Paulo.

**Distinctions:** G.K. Gilbert Award for Excellence in Geomorphic Research, Association of American Geographers-AAG; Trans Amazon Drilling Project (TADP) (co-Pi). Origins and evolution of the forest, climate and hydrology of the South American Tropics. International Continental Drilling Program. \$1,500,000; NSF- CNH-RCN (Senior Personnel). Amazon Dams Network: Advancing Integrative Research and Adaptive Management of Social-ecological Systems Transformed by Hydroelectric Dams. \$499,818

## **DANNY LAW**

ASSISTANT PROFESSOR, DEPARTMENT LINGUISTICS, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** PhD, Anthropology, University of Texas, 2011.

**Expertise:** Mesoamerican indigenous languages

**Field Experience:** Guatemala, Mexico

**Percent Time Dedicated to LAS:** 75% **Dissertations/Theses in Past 5 years:** 6/0

**Language Proficiency:** Spanish: 5; French: 3; Welsh: 3; Chinese: 1,

Ancient Greek: 1, Mayan Languages (Tojol-ab'al, Ixil, Ch'olti', Ch'orti', Chol and Classic Mayan): 3

**LAS Courses (3):** MAYAN LANGUAGES IN TIME/SPACE, ICONICITY IN LANGUAGE, HISTORICAL LINGUISTICS

### **Publications:**

Law, D. (2017). 'Language contact with(in) Mayan' & 'Classic Mayan: An Overview of Language in Ancient Hieroglyphic Script,' in J. Aissen, N. England & R. Zavala Maldonado (Eds.), The Mayan Languages (112-127). London: Routledge.

Law, D. (2017). Language mixing and genetic similarity: The case of Tojol-ab'al. Diachronica, 34(1), 40-78.

Reading Early Maya Cities: Interpreting the Role of Writing in Urbanization. In Norman Yoffee (ed.) The Cambridge World History Volume III: A World with Cities, 4000 BCE - 1200 CE. Cambridge: Cambridge University Press, 2015.

Law, D. (2014). Language contact, inherited similarity and social difference: The story of linguistic interaction in the Maya Lowlands. Current Issues in Linguistic Theory Series. Amsterdam: John Benjamins. x + 206 pp.

**Distinctions:** PI: NSF, \$358,363 for "History of Ixil Language Contact", 2015-2020.

## **DAVID L. LEAL**

PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., in Political Science, Harvard University, 1998

**Expertise:** Latino politics and policy

**Field Experience:** Mexico, US-Mexico Border

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 5 /4

**Language Proficiency:** Spanish:4

**LAS Courses (2):** Latino Politics, Immigration and Comparative Politics

### **Publications:**

David L. Leal, Jerod Patterson, and Joe R. Tafoya. 2016. "Religion and the Political Engagement of Latino Immigrants: Bridging Capital or Segmented Religious Assimilation?" RSF: The Russell Sage Foundation Journal of the Social Sciences, v2(3): 125–146

David L. Leal and Néstor P. Rodríguez (Editors). 2016. Migration in an Era of Restriction and Recession: Sending and Receiving Nations in a Changing Global Environment. New York: Springer.

Heeju Shin, David L. Leal, and Christopher G. Ellison. 2015. "Does Anti-Hispanic Bias Motivate Opposition to Non-English Languages?" Sociological Inquiry, v85: 375-406.

## **FERNANDA LEITE LUSTOSA**

ASSOCIATE PROFESSOR, DEPARTMENT OF CIVIL, ARCHITECTURAL, AND ENVIRONMENTAL ENGINEERING, COLLEGE OF ENGINEERING

**Education:** PhD, Civil and Environmental Engineering, Carnegie Mellon University (2009)

**Expertise:** Civil Engineering Construction Standards

**Field Experience:** Brazil

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 5/23

**Language Proficiency:** Portuguese 5, English 5, Spanish 3, French 1

### **Publications:**

CHOE, S.; LEITE, F. (2017) "Assessing Safety Risk among Different Construction Trades: A Quantitative Approach". In: ASCE Journal of Construction Engineering and Management. Volume 143, Issue 5. DOI:10.1061/(ASCE)CO.1943-7862.0001237

LEITE, F.; SCHRAMM, F.K.; FORMOSO, C.T. (2006) Social Housing Project Management: on client requirements management and production system design. In: Construction and Environment, Coletânea Habitar/Finep, 7. SATTler, M.A.; PEREIRA, F.O.R. (ed.), 208-239, Porto Alegre: ANTAC. In Portuguese.

### **Distinctions:**

Ervin S. Perry Student Appreciation Award; Graduate School Diversity Mentoring Fellowship Award; & Faculty Innovation Grant, FIC, The University of Texas at Austin (2018)

Fiatech Superior Technology Achievement (STAR) Award (2016)

Selected for the National Academy of Engineering Frontiers of Engineering Education Symposium (2015)

Diversity Mentoring Fellowship Award, Graduate School, The University of Texas at Austin (2014-2015)

## **LORRAINE LEU**

LLILAS EXECUTIVE COMMITTEE MEMBER

ASSOCIATE PROFESSOR, LLILAS, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** PhD, Cultural Studies, King's College, University of London, 2002

**Expertise:** Brazilian culture, urban Brazil, and theories in Latin Americanism.

**Field Experience:** Brazil

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 14/6

**Language Proficiency:** Spanish:5 Portuguese:5

**LAS Courses (8):** Cinema, Criminality & Violence in Brazil, Cinema & Subalternity in Brazil, Brazilian Cultural Theory, Brazilian Urban Studies, Brazilian Cinema, Brazilian Popular Music, Modern Brazil, Rio de Janeiro: Society & Culture

### **Publications:**

"Race, Gender, and Visuality in Brazil". In Rían Lozano and Deborah Dorotinsky, eds., *Estudios de Cultural Visual en América Latina*. Mexico City: Libros UNAM. Accepted April, 2018.

"Eradicating blackness from the ideal city: Urbanization, global spectacle, and Brazil's Centenary". In Bianca Freire-Medeiros and Julia O'Donnell, eds., *Urban Latin America: Images, Words, Flows, and the Built Environment*. New York: Routledge: 2018.

*Latin American Cultural Studies: A Reader*, with Jens Andermann, Ben Bollig et al (Routledge: New York: 2017)

"Urbanization, ruination, and refusal: racialized geographies in 1920s Rio de Janeiro." *Journal of Latin American Cultural Studies* 25, no. 1 (2016): 19-34.

**Distinctions:** Fellow of the Joe R. & Teresa Lozano Long Endowed Professorship for 3 years from Fall 2015.

## **LEIGH LINDEN**

ASSOCIATE PROFESSOR, ECONOMICS, COLLEGE OF LIBERAL ARTS (TENURE TRACK)

**Education:** Ph.D., economics, Massachusetts Institute of Technology, 2004

**Expertise:** education policy; children and poverty; development policy; economics

**Field Experience:** Colombia

**Percent Time Dedicated to LAS:** 33%

**Dissertations/Theses in Past 5 years:** 7/1

**Language Proficiency:** Spanish:1

**LAS Courses:** Development Economics

### **Publications:**

Karlan, Dean, and Leigh L. Linden. *Loose Knots: Strong versus Weak Commitments to Save for Education in Uganda*. No. w19863. National Bureau of Economic Research, 2014.

Linden, Leigh L., Carla Herrera, and Jean Baldwin Grossman. "Achieving Academic Success Outside of School? An RCT of High Quality Supplemental Programming1." (2013).

Barrera-Orsorio, Felipe, et al. "Improving the design of conditional transfer programs: Evidence from a randomized education experiment in Colombia." *American Economic Journal: Applied Economics* 3.2 (2011): 167-195.

**Distinctions:** Grant: De Hoyos, Rafeal, Camilo Dominguez, Peter A. Holland, Leigh L. Linden and Santiago A. Tellez. "An Evaluation of a Computer Based Education Program in Argentina." The World Bank. 2015. Amount: \$32,998. 2011-Present: Fellow, the Murray S. Johnson Chair in Economics & the Leroy G. Denman, Jr. Regents Assistant Professorship in Economics

## **NAOMI LINDSTROM**

MEMBER, LLILAS FACULTY COMMITTEE OF ARGENTINE STUDIES PROGRAM  
PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Spanish, Arizona State University, 1975

**Expertise:** Latin American Jewish writers, apocalyptic thought in the writing of Latin American Jewish writers, Space in narrative by Latin American women writers

**Field Experience:** Spanish American and Brazilian literary narrative

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 8/6

**Language Proficiency:** Spanish:5 Portuguese:4

**LAS Courses (9):** Lat Amer Jewish Voices, S Amer Fict, G. Márquez & Magic-Realism, Lat Amer Lit & Film, Lat Amer Avant-Gardes, Intro to SpanAmer Lit, Civ of Span Amer, Gender & Writing in Lat Amer, 19<sup>th</sup> and 20<sup>th</sup>C. Span Amer Nar.

### **Publications:**

"A Narrativa Naturalista na América Espanhola." João Roberto Faria and J. Guinsburg, eds. O Naturalismo. São Paulo: Editora Perspectiva, 2017.285-302.

Estrella de la mañana de Jacobo Fijman: poesía y apocalipsis." Perífrasis: Revista de Literatura, Teoría y Crítica[Universidad de los Andes, Bogotá] 7.13 (enero-junio 2016): 55-67.

"Las narrativas visionarias en la producción de Angelina Muñoz-Huberman." Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World6.1 (2016).

**Distinctions:** President's Associates Teaching Excellence Award, University of Texas at Austin, 2012

## **SARAH LOPEZ**

ASSISTANT PROFESSOR, ARCHITECTURE, SCHOOL OF ARCHITECTURE (TENURE-TRACK)

**Education:** Ph.D., University of California, Berkeley, 2011

**Expertise:** impact of remittances on the architecture and landscapes of Mexico

**Field Experience:** Mexico, El Salvador

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 3/9

**Language Proficiency:** Spanish:3.5

**LAS Courses (9):** Borderlands and Mexican Built Environments, Migratory Urbanisms

### **Publications:**

El Salvadorian Migrant Landscapes"ReVista: The Harvard Review of Latin America, The David Rockefeller Center for Latin American Studies at Harvard University, Vol. XV, No. 1 (Spring 2016): 88-89.

The Remittance Landscape: Spaces of Migration in Rural Mexico and Urban USA(Chicago: University of Chicago Press, 2015) pp 315.

"Casa Michoacán: A Transborder Architecture in Mexican Chicago" Vernacular Architecture Forum Guidebook, ed. Virginia Price (Spring2015):59-62.

**Distinctions:** Spiro Kostof Book Award-The Remittance Landscape The Society of Architectural Historians annual book award given to an interdisciplinary urban history that makes "the greatest contribution to our understanding of the growth and development of cities," 2017; Bishir Prize-"Putting Vista Hermosa on the Map: Migrant Boosterism in Distant Homelands" Vernacular Architecture Forum article prize for the peer-reviewed article that most advances cultural landscape and vernacular architectural history, 2017; Princeton-Mellon Fellow Princeton University In-residence year long fellowship in architecture, urbanism and the humanities, 2016-2017; Outstanding Faculty Award School of Architecture, University of Texas at Austin, 2015-2016; Outstanding Faculty Award Teresa Lozano Long Institute for Latin American Studies, University of Texas, 2014-2015



## **SHERYL LUZADDER BEACH**

PROFESSOR, DEPARTMENT OF GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** PhD, Geography, 1990, University of Minnesota

**Expertise:** Hydrology in Central America

**Field Experience:** Mexico, Belize, Guatemala, Puerto Rico, Spain, Italy, Greece, France, Germany, Iceland, UK, Turkey, Syria, Jordan, Israel, Japan, China, Taiwan, New Zealand, USA.

**Percent Time Dedicated to LAS:** 60%      **Dissertations/Theses in Past 5 years:** 4/4

**Language Proficiency:** French 4; Spanish 1

**LAS Courses(2):** ISSUES IN GEOGRAPHY, ENVIRO HYDROLOGY & SOCIETY

### **Publications:**

Section Editor S. Luzzadder-Beach, Hydrology (37 entries). 2017. "The International Encyclopedia of Geography." Association of American Geographers and Wiley-Blackwell. Editor-in-Chief Douglas Richardson; Physical Geography Editor Richard Marston. 15 Volumes. ISBN: 978-0-470-65963-2.

Sheryl Luzzadder-Beach and Timothy Beach. 2017. "Hydrology on the Edge of the Chicxulub Crater: Chunchucmil and Ucí-Cansahcab Groundwater Resources." Chapter 7 in: Scott Hutson (Editor), Ancient Maya Commerce: Multidisciplinary Research at Chunchucmil, University Press of Colorado, pp. 157-167.

Sheryl Luzzadder-Beach, Timothy Beach, Thomas Garrison, Stephen Houston, James Doyle, Edwin Roman, Steven Bozarth, Richard Terry, Samantha Krause, and Jonathan Flood. 2017. "Paleoecology and Geoarchaeology at El Palmar and the El Zotz Region, Guatemala." Geoarchaeology. 32(2017): 90-106. doi:10.1002/gea.21587. JCR 1 yr. Impact Factor: 1.344.

**Distinctions:** 2014-pres. Fellow of the C.B. Smith Sr. Centennial Chair in U.S.-Mexico Relations #2; 2018 Distinguished Alumni, College of Behavioral and Social Sciences, California State University at Chico. Awarded 9 March 2018; President-elect, American Association of Geographers. (Term begins 1 July 2018). PI, "Collaborative Res: Perennial Wetland Formation and Human Adaptation in NW Belize", \$76,257 (NSF# 0924501), 2014-2016.

## **KATE MACKIE**

LECTURER, MARKETING, STEVE MCCOMBS SCHOOL OF BUSINESS (NON-TENURE TRACK)

**Education:** Ph.D. (1995) Department of Educational Psychology, University of Texas at Austin.

**Expertise:** international business management, marketing, market research, strategic and tactical planning

**Field Experience:** Mexico, Ecuador, India, Poland

**Percent Time Dedicated to LAS:** 25%

**LAS Courses (4):** Global Marketing (South America); Marketing Technological Innovation (Mexico); International Corporate Management; International Business Operations

### **Publications:**

Mackie, K., Holahan, C. & Gottlieb, N. (2001), Employee Involvement Management Practices, Work Stress, And Depression In Employees Of A Human Services Residential Care Facility, Human Relations, Vol. 54, No. 8

**Distinctions:** Joe Beasley Award for MBA Teaching, 2012

## **RAÚL L. MADRID**

LLILAS EXECUTIVE COMMITTEE MEMBER  
PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., in Political Science, Stanford University, 1999

**Expertise:** The determinants of the emergence and success of parties based in the indigenous population in the region; the rise of the left in Latin America

**Field Experience:** Argentina, Brazil, Chile, Uruguay, Bolivia, Peru, Ecuador, Colombia, Costa Rica, Guatemala, Mexico

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 19/4

**Language Proficiency:** Spanish: 4, Portuguese: 3, French:3

**LAS Courses(2):** Intro To Latin American Government Politics, Politics of Development in Latin America

### **Publications:**

"Liberal Democracy is Stronger than Trump's Populism." The American Interest. Vol. 13, No. 4, March/April 2018: 24-28. (Co-authored with Kurt Weyland.) URL: <https://www.the-american-interest.com/2017/12/11/liberal-democracy-stronger-trumps-populism/>

"Obstacles to Ethnic Parties in Latin America." In Challenges of Party-Building in Latin America, Steven Levitsky, James Loxton, Brandon Van Dyck, and Jorge Domínguez, eds. New York: Cambridge University Press, 2016: 305-330.

"Indigenous Voters and the Rise of the Left in Latin America." In The Double Bind: The Politics of Racial and Class Inequalities in the Americas. Juliet Hooker and Alvin Tillery, eds. Washington: American Political Science Association, 2016: 157-165. URL: <http://www.apsanet.org/inequalities>

"Regime Support and Descriptive Representation in Latin America." Political Studies, Vol. 64, No. 4. December 2016: 890-909. (Co-authored with Matthew Rhodes-Purdy).

"The Future of Indigenous Parties in Latin America." Harvard International Review Winter 2014: 32-36.

**Distinctions:** Mellon Faculty Research Grants. Lozano-Long Institute for Latin American Studies (LLILAS), 2015 & 2017, UT-Austin.  
LASA Congress chair 2014

## **SANDY MAGANA**

PROFESSOR, STEVE HICKS SCHOOL OF SOCIAL WORK (TENURED)

**Education:** Ph.D., Heller Graduate School of Social Policy, Brandeis University

**Expertise:** racial and ethnic disparities among populations with disabilities; culturally relevant interventions to disparities

**Field Experience:** Colombia, Mexico

**Percent Time Dedicated to LAS:**

25%      **Dissertations/Theses in Past 5 years:** 0

**Language Proficiency:** Spanish 3

**LAS Courses:**

### **Publications:**

Meghan M. Burke, Molly K. Buren, Kristina Rios, Marlene Garcia & Sandra Magaña (2018) Examining the short-term follow-up advocacy activities among Latino families of children with autism spectrum disorder, Research and Practice in Intellectual and Developmental Disabilities, DOI: 0.1080/23297018.2018.1439767

Lopez, K., Magaña, S., Xu, Y., & Guzman, J. (2018). Mother's Reaction to Autism Diagnosis: A Qualitative Analysis Comparing Latino and White Parents. Journal of Rehabilitation, 84(1), 41-50.

Magaña, S., Lopez, K., & Machalicek, W. (2017). Parents Taking Action: A Psycho-Educational Intervention for Latino Parents of Children With Autism Spectrum Disorder. Family process, 56(1), 59-74.

**Distinctions:** Professorship in Autism and Neurodevelopmental Disabilities

## **MINKAH MAKALANI**

ASSOCIATE PROFESSOR, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** Ph.D., History, University of Illinois at Urbana-Champaign, 2004

**Expertise:** African Diaspora; intellectual history, theory, and social movements; race and racial formation

**Field Experience:** Trinidad & Tobago, Dominican Republic

**Percent Time Dedicated to LAS:** 95%

**Dissertations/Theses in Past 5 years:** 3/1

**Language Proficiency:** Spanish:3

**LAS Courses (2):** Liberation In African Diaspora, Black Radical Traditions

### **Publications:**

"An Apparatus for Negro Women: Williana Burroughs, Black Communism, and the Institutional Space of Diasporic Black Radical Feminism." *Women, Gender, and Families of Color*, Vol. 4, no. 2 (Fall 2016): 250-73.

"A Union of all Oppressed Peoples: The International Congress Against Imperialism and the International Circuits Black Radicalism," chapter in *Outside In: The Transnational Circuitry of U.S. History*. Eds. Doug Rossinow and Andrew Preston. New York: Oxford University Press, 2016.

Makalani, M. (2016). George Padmore and Modernity in the Postcolony: Leslie James's George Padmore and Decolonization from Below. *Anthurium: A Caribbean Studies Journal*, 13(1), 4.

**Distinctions:** 2015 Faculty Fellow, Humanities Institute, & Summer Research Assignment, University of Texas at Austin (Summer 2015); 2014 Columbia Libraries Research Award, Columbia University, New York.

## **LETICIA MARTELETO**

ASSOCIATE PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Sociology, University of Michigan, 2001

**Expertise:** social demography; education and social opportunity; transitions to adulthood

**Field Experience:** Brazil, Latin America

**Percent Time Dedicated to LAS:** 60%

**Dissertations/Theses in Past 5 years:** 5/0

**Language Proficiency:** Spanish:3 Portuguese:5

**LAS Courses (3):** Social/Economic Inequality Brazil; Social Inequality/Education Latin America; Education in International Context

### **Publications:**

Marteletto, Leticia J., Luiz Gama\* and Molly Dondero\*. 2017. "The Weight of Inequality: Socio-Economic Status and Body Mass in Brazil." *Social Forces* 95(4):1637-1666. DOI doi.org/10.1093/sf/sox028

Marteletto, Leticia J., Abigail Weitzman, Raquel Z. Coutinho and Sandra Valongueiro. 2017. "Women's Reproductive Intentions and Behaviors during the Zika Epidemic in Brazil." *Population and Development Review* 43(2):199-227.

Hendrick, C. Emily\* and Leticia J. Marteletto. 2017. "Maternal Household Decision-making Autonomy and Adolescent Education in Honduras." *Population Research and Policy Review* 36(3): 415-439. DOI 10.1007/s11113-017-9432-6

Marteletto, Leticia J. and Molly Dondero\*. 2016. "Racial Inequality in Education in Brazil: A Twins Fixed Effects Approach." 2016. *Demography* 53(3): 1185-1205. DOI 10.1007/s13524-016-0484-8

Marteletto, Leticia J., Murillo Marschner and Flávio Carvalhaes\*. 2016. "Educational Stratification after a Decade of Reforms in Higher Education Access in Brazil." *Research in Social Stratification and Mobility* 46(Part B): 99-111. DOI 10.1016/j.rssm.2016.08.004

**Distinctions:** CO-PI, NSF, \$322,317 for "Transitioning into Adulthood during the Great Recession", 2014-2016. PI, NIH, \$150,073 for "Family Size and Children's Education in Brazil", 2012-2015.

## **KELLY McDONOUGH**

ASSISTANT PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** Ph.D, Hispanic Literature, University of Minnesota-Twin Cities, 2010

**Expertise:** Latin American indigenous studies; Nahuatl; writing and orality; colonial literatures; representation

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 4/1

**Language Proficiency:** Spanish:5 Nahuatl: 4

**LAS Courses (2):** Intro To Spn Am Lit Thru Mod, Indigenous Voices Lat Amer

### **Publications:**

McDonough, Kelly S. (2017) "Plotting Indigenous Stories, Land, and People: Primordial Titles and Narrative Mapping in Colonial Mexico." *The Journal for Early Modern Cultural Studies* 17.1., 1-30.

McDonough, Kelly S. *The Learned Ones: Nahua Intellectuals in Postconquest Mexico*. Tucson: University of Arizona Press, Paperback edition. (2016).

McDonough, Kelly S. (2016). "Recovering, Restorying, and Returning Nahua Writing in Mexico." In Chris Andersen and Jean M. O'Brien (Eds.), *Sources and Methods in Indigenous Studies* (53-59). New York: Routledge.

**Distinctions:** Faculty Fellow, Seminario Permanente de Mediación Política en las Monarquías Ibéricas, Universidad Nacional Autónoma de México, 2016 –2018, & at Seminario Permanente de Náhuatl "Luis Reyes-García," Benemérita Universidad Autónoma de Puebla, 2015-2018; PI, "Indigenous Gods' Lands; Indigenous Justice in Colonial Cholula." Mellon Research Travel Grant, UT, 2018. \$4,892; CO-I, "Digitalization of the Fondo Real de Cholula, Mexico: Three Centuries of Indigenous Justice." Andrew W. Mellon Foundation Grant. 2017-2019. Total Funding Awarded: \$700,000. Co-I Budget: \$30,000; Co-I, "Minority Languages, Major Opportunities Collaborative Research Grant, Community Engagement and Innovative Educational Tools." EUC, 2018-2022. 1,500,000 Euros; PI, "Bringing Colonial Indigenous Manuscripts to Life through Archival Research, Public History, Digital Storytelling, and Community Outreach." Faculty Innovation Grant, Faculty Innovation Center, University of Texas at Austin. 2018, \$5,980; PI, "Research in Parish Archive of San Andrés, Cholula (Mexico)." Mellon Research Travel Grant, LLILAS, 2017, \$3,986; PI, "Earth, Wind, Water, and Fire: Thinking Indigenous Mexico through the Four Elements." Summer Research Assignment, UT, 2017; PI, "Indigenous Knowing in the Sacred City: Finales, Ritual Life, and Culture-Keeping in Cholula, Mexico." Mellon Research Travel Grant, LLILAS, UT, 2016; PI, "Past and Presence in Colonial Mexico: Indigenous Letters to the King." Undergraduate Research Apprenticeship Program, UT 2016; 2016 Robert W. Hamilton Book Award (runner-up). \$3,000.

## **DAENE MCKINNEY**

PROFESSOR, CIVIL ENGINEERING, COCKRELL SCHOOL OF ENGINEERING (TENURED)

**Education:** Ph.D., Civil and Environmental Engr. Cornell University, 1990

**Expertise:** water resources management problems; aquifer and groundwater contamination

**Field Experience:** Mexico, Panama, Peru

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 4/2

**Language Proficiency:** Spanish:1

**LAS Courses (2):** Groundwater Hydraulics., Water Resources Planning and Management

### **Publications:**

Somos-Valenzuela, M. A., Chisolm, R. E., Rivas, D. S., Portocarrero, C., and McKinney, D. C.: Modeling glacial lake outburst flood process chain: the case of Lake Palcacocha and Huaraz, Peru, *Hydrol. Earth Syst. Sci.*, 20, 2519–2543, 2016. doi:10.5194/hess-20-2519-2016. <http://www.hydrol-earth-syst-sci.net/20/2519/2016/>

Rivas, D., M. A. Somos-Valenzuela, D.C. McKinney, B. R. Hodges, Predicting outflow induced by moraine failure in glacial lakes: the Lake Palcacocha case from an uncertainty perspective. *Natural Hazards and Earth System Science Discussion (NHES Discussion)* nhess-2014-217, 2014. <http://www.nat-hazards-earth-syst-sci.net/15/1163/2015/>

**Distinctions:** *Securing Mountain Water and Livelihoods* research and field project (USAID funded)

## **OLIVIA MENA**

ASSITANT PROFESSOR, MEXICAN AMERICAN AND LATINO STUDIES, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** The London School of Economics and Political Science, PhD in Sociology, February 2016

**Expertise:** Race, Ethnicity, Postcolonial, and Cultural Studies; Latin@ Studies; Borderlands Studies

**Field Experience:** Mexico, Costa Rica, Nicaragua, Brazil, Ecuador

**Percent Time Dedicated to LAS:** 100%

**Language Proficiency:** Spanish 4

**LAS Courses (6):** Introduction to Mexican American and Latina/o Studies, Ethnicity and Gender: La Chicana, Latino Migration and Asylum Politics, Mexican American Literature and Culture, Global Perspectives on Race and Ethnicity, Mexican American Policy Studies Seminar

### **Publications:**

"Fence Nationalism: Border Walls in the Age of the Drone" in Theory, Culture and Society (Revise and Resubmit Sept. 2017)

## **MARTHA MENCHACA**

PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Anthropology Stanford University, 1987

**Expertise:** social anthropology; ethnicity; gender; oral history and oral traditions; legal anthropology; immigration

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 5/3

**Language Proficiency:** Spanish:5

**LAS Courses (4):** Race Ethncty In Amer Socty, Mexican Immigration Cul Hist, Amer Immigrant Cul Experiences, Oral Traditions And History

### **Publications:**

Menchaca, Martha. 2017. Agricultural Workers and the Effects of NAFTA: Uncivil Government Mentalities, publication date August 2016. Paper presented at the National Association of Chicano and Chicana Studies, April 17, 2015. Session V: Agricultural Workers Explored, 9:00- 10:20am. Par 55,- A Hilton Hotel, San Francisco, California and Submitted for the 2015 NACCS Proceedings. Published San Jose State University, SJSU Scholar Works. Menchaca, Martha.

2016. The Politics of Dependency: U.S. Reliance on Mexican Oil and Farm Labor. Austin, TX: University of Texas Press.

**Distinctions:** Summer 2017: Invited distinguished speaker at the El Instituto Nacional Electoral symposium, "La diaspóra Mexicana y el voto de los mexicanos residents en Estados Unidos." Mexico City, August 15 to 16, 2017

Fall 2016: CMAS Faculty Research Assignment leave.

## **SOFIAN MERABET**

ASSOCIATE PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS (TENURE TRACK)

**Education:** Ph.D., Anthropology, Columbia University, 2009

**Expertise:** Arab Diaspora in South America/Socio-Cultural Theory/Psychoanalysis/Urban Studies/Gender Studies/Queer Theory/Muslim World, Europe, and South America

**Field Experience:** Argentina

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 5/3

**Language Proficiency:** Spanish:4

**LAS Courses:** QUEER ETHNOGRAPHIES, Cultural Anthropology, First-Year Signature Course., INTRO TO GRAD SOCIAL ANTHRO

### **Publications:**

Merabet, S. (2014). Queer Beirut. University of Texas Press.

Merabet, Sofian. "Queer habitus: bodily performance and queer ethnography in Lebanon." Identities: Global Studies in Culture and Power (2014): 1-16.

Merabet, Sofian. "Se dire «gay»." Tumultes 2 (2013): 131-140.

**Distinctions:** Fellow, Center for Advanced Studies [Internationales Kolleg Morphomata], University of Cologne, Fall 2014

## **JUAN MIRÓ**

PROFESSOR, ARCHITECTURE, SCHOOL OF ARCHITECTURE (TENURED)

**Education:** M.Arch, Universidad Politécnica, Escuela Superior de Arquitectura, Madrid, Spain.  
1987

**Expertise:** Mexican architecture; Latin American architecture; Pre-Columbian architecture; Teotihuacan; urban design

**Field Experience:** Mexico, Guatemala

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 0/4

**Language Proficiency:** Spanish:5

**LAS Courses (5):** Design III., Construction V, Topics in the History of Architecture., Advanced Design., Adv Arch Design

### **Publications:**

"Cristal Sin Barraeros Visuales." Reforma Entremuros. March 5, 2018. "Homenaje Al Patio." Ambientes. December 2017

"Casa Ithualli." ArchDaily. January 18, 2018.

"Casa del Tec: Hoy te toca ganar a ti." Periodico El Norte – Mexico. August 20, 2017.

"Citica." Periodico El Norte – Mexico. October 16, 2016.

Juan Miró. "The Central Role of Nature in Shaping the Built Environment of the Americas." Platform – The University of Texas at Austin. Fall 2015.

Juan Miró. "Making Complex Systems Visible: 'Between Geometry and Geography' Carefully Uncovers the Layers of Mexico City." ArchDaily. January 8, 2015.

**Distinctions:** Award for Outstanding Educational Contributions in Honor of Edward Romieniec, FAIA. Texas, Society of Architects, 2015; Regents' Outstanding Teaching Award, University of Texas System, Spring 2015.

## **ROBIN MOORE**

LLILAS EXECUTIVE COMMITTEE MEMBER  
PROFESSOR, MUSIC, COLLEGE OF FINE ARTS (TENURED)

**Education:** Ph.D. in Music University of Texas at Austin, 1995

**Expertise:** History of Cuban dance; Cultural nationalism; socialist art; African diaspora music; music and race relations

**Field Experience:** Cuba; Spanish speaking Caribbean

**Percent Time Dedicated to LAS:** 80%

**Dissertations/Theses in Past 5 years:** 3/4

**Language Proficiency:** Spanish:4 Portuguese:2

**LAS Courses (1):** Music Of The African Diaspora,

### **Publications:**

2018 Fernando Ortiz on Music: Selected Writings on Afro-Cuban Culture. Philadelphia, PA: Temple University Press. Publication scheduled for February 2018. 282 pp.

2018 "A Century and a Half of Scholarship on Afro-Latin American Music." To appear in George Reid Andrews and Alejandro de la Fuente, eds., Afro-Latin American Studies: An Introduction. New York: Cambridge University Press, pp. 406-437.

2017 College Music Curricula for a New Century. New York: Oxford. 289 pp.

**Distinctions:** 2015 DuCloux Fine Arts Faculty Fellowship from the College of Fine Arts, Univ. of TX

2013 Hamilton Book Award Prize Winner for Musics of Latin America

## **JOHN MORÁN GONZÁLEZ**

DIRECTOR, CENTER MEXICAN AMERICAN STUDIES  
PROFESSOR, DEPARTMENT OF ENGLISH, COLLEGE OF LIBERAL ARTS (TENURE)

**Education:** Ph.D. English and American Literature, Stanford University, 1998

**Expertise:** Comparative literature and literary history: American, Mexican-American, and Latin-American

**Field Experience:** United States, Mexico

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 8/3

**Language Proficiency:** Spanish:3

**LAS Courses (3):** Early Mexican American Literature; Border Narratives: The First Century; Contemporary Latina/o Narr

### **Publications:**

With Laura Lomas. "Introduction." The Cambridge History of Latina/o American Literature. Ed. John Morán González and Laura Lomas. New York: Cambridge University Press, 2018: 1-30.

Guest Co-editor (with Patricia M. García). Symbolism: An International Annual of Critical Aesthetics. Special focus: "Latina/o Literature at the Crossroads: The Trans-American and The Trans-Atlantic in Critical Dialogue." Vol 17 (2017).

With Patricia M. García. "Introduction: Latina/o Literature at the Crossroads: The Trans-American and the Trans-Atlantic in Critical Dialogue." Symbolism: An International Annual of Critical Aesthetics. 17: 3-10. 2017.

"Between Ethnic Americans and Racial Subjects: Latina/o Literature, 1936-1959." The Cambridge Companion to Latina/o American Literature. Ed. John Morán González. New York: Cambridge University Press, 2016: 36-53.

"Latina/o Literature: An Introduction." The Cambridge Companion to Latina/o American Literature. Ed. John Morán González. New York: Cambridge University Press, 2016: xxiii-xxxv.

### **Distinctions:**

C. B. Smith Sr. Centennial Chair in United States-Mexico Relations; NEH Collaborative Research Award (\$65,000).

"Reverberations of Memory, Violence, and History: The Centennial of the Canales Investigation." 2017-2019; Award of Merit for Leadership in History, American Association for State and Local History, for "Life and Death on the Border, 1910-1920." B. Bullock Texas State History Museum, exhibited January, 23 - April 03, 2016.

## **ADELE EDELEN NELSON**

ASSISTANT PROFESSOR, DEPARTMENT OF ART AND ART HISTORY, COLLEGE OF FINE ARTS (TENURE-TRACK)

**Education:** PhD, Institute of Fine Arts, New York University Art (2012);

**Expertise:** Twentieth and twenty-first century art of Latin America

**Field Experience:** Brazil

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 7/7

**Language Proficiency:** Portuguese 5;

**LAS Courses (3):** Contemporary Latin American Art; Issues in Visual Culture: Participation; Other Modernities: Latin American Art

### **Publications:**

Nelson, A. "Mário Pedrosa, el museo del arte moderno y sus márgenes." In Mário Pedrosa: De la naturaleza afetiva de la forma, edited by Gabriel Pérez-Barreiro and Michelle Sommer. Madrid: Museo Nacional Centro de Arte Reina Sofía, 2017.

Nelson, A. "The Bauhaus in Brazil: Pedagogy and Practice." ARTMargins5, no. 2(June2016): 27–49.

Nelson, A. Jac Leirner in Conversation with/en conversación con Adele Nelson. New York and Caracas: Fundación Cisneros/Colección Patricia Phelps de Cisneros, 2011, 200 pp. Portuguese edition: Jac Leirner conversa com Adele Nelson. São Paulo: Cosac Naify, 2013, 192 pp.

**Distinctions:** 2015 - Fulbright U.S. Scholar Postdoctoral Research Award in Humanities and Social Sciences, Brazil/ NEH Summer Stipend, National Endowment for the Humanities

## **YOLANDA PADILLA**

PROFESSOR, SOCIAL WORK, SCHOOL OF SOCIAL WORK (TENURED)

**Education:** PhD Social Work and Sociology, University of Michigan, May 1993

**Expertise:** health and inequalities; immigrants; Mexican/Latino social U.S.

**Field Experience:** US Latinos

**Percent Time Dedicated to LAS:** % 25

**Dissertations/Theses in Past 5 years:** 3 /5

**Language Proficiency:** Spanish:5

**LAS Courses:** Introduction to Social Work and Social Welfare, First-Year Signature Course, Social Work Practice in Organizations and Communities

### **Publications:**

De Luca, S. M., Yueqi, Y., DiCorcia, D., & Padilla, Y. (2017). A longitudinal study of Latino and non-Hispanic mothers' and fathers' depressive symptoms and its association with parent-child communication. Journal of affective disorders.

Held, M. L., & Padilla, Y. C. (2016). Enduring immigrant ties: Supporting families left behind. International Social Work, 59(4), 523-532.

Calvo, R., Ortiz, L., Padilla, Y. C., Waters, M. C., Lubben, J., Egmont, W., & Villa, P. (2016). Opportunity and Justice: The Integration of Latina/o.

**Distinctions:** Director, Council on Social Work Education's Center for Diversity and Social Economic Justice, current; Immediate Past Vice President, Society for Social Work and Research



## **MARCELO PAIXAO**

ASSOCIATE PROFESSOR, LLILAS and DEPARTMENT OF AFRICAN AMERICAN AND AFRICAN DIASPORA STUDIES,  
COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Rio de Janeiro University Research Institute (IUPERJ), Brazil, Ph.D. (Sociology), 2005

**Expertise:** Race Relations; Development; Inequality; Latin America Studies; Brazilian Studies.

**Field Experience:** Brazil

**Percent Time Dedicated to LAS:** 100% **Dissertations/Theses in Past 5 years:** 1/7

**Language Proficiency:**

**LAS Courses (5):** Race and Ethnicity Lat Amer: Nation-building, unequal & invisibility; Solidarity Econ in Lat Amer; Race & Equity in Brazil; Inequality, Poverty and Racism in Lat Amer (Flag Course: Global Cultures); Measuring Racial Inequality

### **Publications:**

2016 Quinientos años de soledad: estudio sobre las desigualdades raciales en Brasil. Bogotá: Universidad Nacional de Colombia.

2015 "Das relações raciais no Brasil: Entre a emergência de um novo tempo e a persistência do modelo autoritário". Lasa Forum, XLVI(2):13-18.

2013 A lenda da modernidade encantada: por uma crítica ao pensamento social brasileiro sobre relações raciais e projeto de Estado-Nação. Curitiba: Ed CRV.

**Distinctions:** 2015-2017 Fellow of the Lee and Joseph D. Jamail Chair in African American Studies; 2012-2016 Principal Investigator, "Afro-Brazilian Access to Business / BR-T1129", LAESER (Rio de Janeiro, Brazil). Inter-American Development Bank -IDB, \$140,000; 2011-2014 Principal Investigator, "Race Relations and Economic Development", LAESER (Rio de Janeiro, Brazil). Ford Foundation, \$374,660; 2012-2013 Visiting Scholarship (Bolsa de pós-doutorado), Princeton University, Brazilian Coordination for the Improvement of Higher Education Personnel (CAPES).

## **JOSÉ L. PANERO**

ASSOCIATE PROFESSOR, INTEGRATIVE BIOLOGY (BOTANY), COLLEGE OF NATURAL SCIENCES (TENURED)

**Education:** Ph.D., Botany, University of Tennessee, 1990

**Expertise:** distribution, diversity, and evolution of flowering plants

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 1/

**Language Proficiency:** Spanish:5 Portuguese:2

**LAS Courses (1):** Ecology, Evolution, and Society,

### **Publications:**

Jara-Arancio, P., Vidal, P.M., Panero, J.L., Marticorena, A., Arancio, G., Arroyo, M.T.K., 2017, Phylogenetic reconstruction of the South American genus *Leucheria* Lag. (Asteraceae, Nassauvieae) based on nuclear and chloroplast DNA sequences. *Plant Syst. Evol.* 303, 221-232.

Panero, J.L., Crozier, B.S., 2016. Macroevolutionary dynamics in the early diversification of Asteraceae. *Mol. Phylogenet. Evol.* 99, 116-132.

Panero, J.L. 2016. Phylogenetic uncertainty and fossil calibration of Asteraceae chronograms. *Proc. Natl. Acad. Sci.* 113 E411

**Distinctions:** Australian Research Council, DP130101191. "A new and rapidly evolving class of plant peptides, PI Joshua S. Mylne, University of Western Australia, CO-PI Edward, E Schilling, University of Tennessee, CO-PI Jose L. Panero, University of Texas, 2012-2016

## **JOSE RUBEN PARRA-CARDONA**

PROFESSOR, STEVE HICKS SCHOOL OF SOCIAL WORK (TENURED)

**Education:** 2004 Ph.D. Texas Tech University. Couple and Family Therapy.

**Expertise:** parenting interventions and substance abuse prevention for Latino/a populations in the United States and Latin America; services for Latino men who batter/Latina survivors of partner violence.

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 30%

**Language Proficiency:** Spanish 5

### **Publications:**

Parra-Cardona, J.R., Lopez Zerón, G.,\* Villa, M., Zamudio, E., Escobar-Chew, A. R., & Domenech Rodríguez, M. (2017). Enhancing parenting practices with Latino/a parents: A community-based prevention model integrating evidence-based knowledge, cultural relevance, and advocacy. *Clinical Social Work Journal*, 45, 88-98. doi: 10.1007/s10615-016-0589-y

Sullivan, C. M., Aguilar, E., López-Zerón, G., & Parra-Cardona, J. R. (2016). Disseminating the Community Advocacy Project in México: A feasibility study. *Journal of Interpersonal Violence*. Advance online publication.

Parra-Cardona, J. R., Aguilar, E., Wieling, E., Domenech Rodríguez, M., & Fitzgerald, H. (2015). Closing the gap between two countries: Feasibility of dissemination of an evidence-based parenting intervention in México. *Journal of Marital and Family Therapy*, 41, 465-481. doi: 10.1111/jmft.12098

### **Distinctions:**

PI, NIDA; "Strengthening Hispanic Families via NIDA Prevention", \$882,356, 4/1/2014- 3/31/2019; 2017 Outstanding Research Publication Award. In recognition for publication describing efficacy findings of NIMH study, published in the *Journal of Consulting and Clinical Psychology*. American Association for Marriage and Family Therapists; Co-PI; USAID, "Cultural Adaptation of a Community Model to Empower Survivors of Intimate Partner Violence"; Awarded: \$50,000, 1/1/2014- 1/30/2015; This investigation had the primary goal of culturally adapting the Community Advocacy Project (CAP), an intervention for DV survivors, for the context of Nuevo León, México.

## **RAJ PATEL**

RESEARCH PROFESSOR, LBJ SCHOOL OF PUBLIC AFFAIRS (NON-TENURE TRACK)

**Education:** 1997-2002 PHD – Department of Development Sociology, Cornell University

**Expertise:** World food supply, sustainability, and related policy analysis

**Field Experience:** Peru, Brazil, Mexico

**Percent Time Dedicated to LAS:** 25%

**Language Proficiency:** French 5; Spanish 3; Polish 2, German 2, Gujarati 2, Zulu 1 and Portuguese 1

**LAS Courses:** Advanced Topics in Public Policy

### **Publications:**

2017 Raj Patel and Jason W. Moore, *A History of the World In Seven Cheap Things: A Guide to Nature, Capitalism and the Future of the Planet*, University of California Press. Seven languages, nine editions at launch.

2009 Raj Patel, *The Value of Nothing*, Picador, New York. Available in 19 editions, 14 languages, New York Times and international bestseller.

2009 Eric Holt-Gimenez and Raj Patel with Annie Shattuck, *Food Rebellions! Forging Food Sovereignty to Solve the Global Food Crisis*. Fahamu, Oxford. Available in 4 editions, 2 languages.

2008 Raj Patel, *Stuffed and Starved: Markets, Power and the Battle for the World Food System*, Portobello Books, London. Available in 10 editions, 8 languages.

### **Distinctions:**

2018 Lyndon B Johnson Graduate Teaching Award "Best Teaching Style"; 2018 International Animal Welfare Summit, Vienna, Keynote Address; 2015 Duveneck Humanitarian Award

## **FRANCISCO PÉREZ**

PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Plant Ecology and Geomorphology, University of California-Berkeley, 1985

**Expertise:** mountain geology; geomorphology; Tropical Alpine vegetation ecology; soils

**Field Experience:** Venezuela and Northern Andes, Hawai'i

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 1/0

**Language Proficiency:** Spanish: 4, French: 1, Italian: 1

### **Publications:**

2015. "Spatial aggregation patterns and population structure of the Haleakalā silversword (*Argyroxiphium sandwicense* DC. subsp. *macrocephalum*), Maui, Hawai'i". *Physical Geography (USA)*, Vol. 36, 34-59.

2015. "Biogeomorphic influence of soil depth to bedrock, volcanic ash soils, and surface tephra on silversword distribution, Haleakalā Crater (Maui, Hawai'i)". *Geomorphology*, Vol. 243, 75-86.

## **MIGUEL PINEDO**

ASSISTANT PROFESSOR, DEPARTMENT OF KINESIOLOGY, COLLEGE OF EDUCATION (TENURE-TRACK)

**Education:** PhD, Public Health (Global Health); University of California, San Diego (2015)

**Expertise:** Substance abuse; migration and health; US-Mexico Border

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 100%

**Language Proficiency:** Spanish 5

**LAS Courses:** 1: Intro to Health Promotion

### **Publications:**

Ojeda VD, Burgos JL, Hiller SP, Pinedo M, Rangel G. A pilot feasibility study to recruit and retain newly deported Mexican migrants into longitudinal HIV research. *Migration and Health: reflections and challenges about the health of migrants*. Secretariat of the Interior / National Population Council. (2018). Mexico, City, Mexico.

Pinedo M, Beletsky L, Alamillo N, Ojeda VD. Health-damaging policing practices among persons who inject drugs in Mexico: are deported migrants at greater risk? *International Journal of Drug Policy*. (2017) Aug;46:41-46.

Pinedo M, Burgos JL, Zúñiga ML, Perez R, Macera CA, Ojeda VD. Deportation and mental health among migrants who inject drugs along the US-Mexico border. *Global Public Health* (2016) 30:1-16.

### **Distinctions:**

Junior Investigator Award, Research Society on Alcoholism (2018)

Interdisciplinary Research Training Institute on Hispanic Drug Abuse Fellowship, National Institute on Drug Abuse (2016 - 2018)

NIAAA T32 Postdoctoral Fellowship Postdoctoral Fellowship, Alcohol Research Group & UC Berkeley (2015 - 2017)

Mexican Migration Field Research Training Fellowship, Center for Comparative Immigration Studies, University of California, San Diego (2007-2008, undergrad, and 2011-2012, graduate)

## **JORGE PINON**

RESEARCH FELLOW, DEPARTMENT OF GEOLOGY, JACKSON SCHOOL OF GEOSCIENCES (NON-TENURE TRACKED)

**Education:** Undergraduate degree in International Economics and a certificate in Latin American Studies from the University of Florida, Gainesville.

**Expertise:** Latin American and Caribbean energy and energy policy

**Field Experience:** Mexico and Latin America

**Percent Time Dedicated to LAS:** 80%

**Language Proficiency:** Spanish:5

### **Publications:**

Piñón, Jorge R., and Jonathan Benjamin-Alvarado. "Extracting Cuba's oil and gas: Challenges and opportunities." Cuba's Energy Future: Strategic Approaches to Cooperation. Brookings Institution Press, 2010.

Piñón, Jorge R., and Robert L. Muse. Coping with the Next Oil Spill: Why US-Cuba Environmental Cooperation is Critical. Latin America Initiative at Brookings, 2010.

Piñón, Jorge R. "Cuba's Energy Challenge: Fueling the Engine of Future Economic Growth." (2004).

**Distinctions:** Director, Latin America and Caribbean Energy Program & Interim Director, Center for International Energy and Environmental Policy, Jackson School of Geosciences, UT Austin

## **GABRIELA POLIT**

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D, Spanish and Portuguese, New York University, 2002

**Expertise:** Representations of the traffic of illegal drugs and its impacts.

**Field Experience:** Colombia, Argentina and Mexico

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 7/4

**Language Proficiency:** Spanish:5 Portuguese:3

**LAS Courses (2):** Fictns Non-Fictn From Margins, Politics Of New Democracies

### **Publications:**

"The Place of the Journalist in Contemporary Mexico. The Case of Juárez" in Revista de Estudios Hispánicos. 2018.

Amsterdam Avenue. Literal Publishing Incorporated, 2017.

"Dejen en paz a la reina. Género y violencia en la historia de Sandra Ávila Beltrán" Las mujeres y el narco. Juan Carlos Rodríguez-Pimienta and María Socorro Tabuenca (Eds.) Universidad Autónoma de Sinaloa, 2017.

"Falling into Silence. Or the Reach and Limits of Reporting Horror in Patricia Nieto's Work." Latin American Research Review. 2017.

"Memoria del presente. El narco en la obra de Lenin Márquez" in Sitios de la Memoria. México Post 68. Editors Maricruz Castro and Monica Zurmuk. Santiago de Chile: Cuarto Propio, 2015.

"De cómo leer el narcotráfico y otras advertencias". Apuntes de investigación del CECYP. 24 (2014). 177-185. Web

**Distinctions:** LLILAS Research Leave – 2018; Humanities Research Award 2016- 2018; College Research Grant 2016 Mellon Summer Research Fund, LLILAS Summer 2016, 2014

## **MOLLY POLK**

LECTURER, DEPARTMENT GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (NON-TENURE TRACK)

**Education:** PhD, Geography, The University of Texas at Austin, 2016.

**Expertise:** land change science in the tropical mountains of Latin America

**Field Experience:** Peru

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** N/A

**Language Proficiency:** Spanish:4

**LAS Courses (1):** The Natural Environment

### **Publications:**

Polk, M.H. and K.R. Young. 2017. Bofedales y los efectos de cambios ambientales através de un sistema socio-ecológico alto-andino (Peatlands and consequences of climate change in a high Andean socio-ecological system) in Postigo, J. and K.R. Young (eds.) *Naturaleza Y Sociedad: Perspectivas Socio-Ecológicas Sobre Cambios Globales En América Latina* (Nature and Society: Socio-Ecological Perspectives On Global Change in Latin America). Lima, Peru: Instituto de Estudios Peruanos.

Polk, M.H., K.R. Young, M. Baraer, B.G. Mark, J.M. McKenzie, J. Bury and M. Carey. 2017. Exploring hydrologic connections between tropical mountain wetlands and glacier recession in Peru's Cordillera Blanca. *Applied Geography* 78:94–103 doi: 10.1016/j.apgeog.2016.11.004

**Distinctions:** 2016 – present Associate Director of Sustainability Studies in the Department of Geography & the Environment, UT; 2017 Keynote Speaker, First Annual Peruvian Wetland Congress, Lima, Peru. “Bofedales Altoandinos: Líneas de Investigación Prioritarias y Sostenibilidad”

## **JOSEPH POTTER**

PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Economics,. Princeton University, 1975

**Expertise:** Demography of the U.S.-Mexico border region; fertility/family planning in Latin America/US; medical sociology

**Field Experience:** Mexico; Brazil

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 6/1

**Language Proficiency:** Spanish:4 Portuguese:4

**LAS Courses (1):** Evaluation Of Social Policy In Latin America

### **Publications:**

"Nativity, Country of Education, and Mexican-Origin Women's Breastfeeding Behaviors:The First Ten Months Postpartum,"*Birth*44(1): 68-77, doi:10.1111/birt.12261,2017 (with C. Emily Hendrick).

"The Availability and Use of Postpartum LARC in Mexico and Among Hispanics in the United States," *Maternal and Child Health Journal* 21(9):1744–1752, 2017, doi:10.1007/s10995-016-2179-6 (with Celia Hubert and Kari White).

"Perceived Interest in Vasectomy among Mexican-Origin Women and Their Partners in a Community with Limited Access to Female Sterilization," *Journal of Health Care for the Poor and Underserved*27: 762–777, 2016 (with Celia HubertLopez, Kari White, Kristine Hopkins and Daniel Grossman).

"The Influence of Internal Migration on Male Earnings in Brazil,1970–2000," *Migration and Development*5(1): 55-78, 2016 (with Ernesto F. L. Amaral and Eduardo L. G. Rios-Neto).

**Distinctions:** PI, Evaluating the Impact of Reproductive Health Legislation in Texas, Anonymous Foundation, 2016-2019, \$3,900,007; Co-PI, The Indigenous Population of Brazil: Analyzing the 2010 Census, FAPESP/UT, 2015-2018, \$120,000

## **DAVID QUINTO POZOS**

ASSOCIATE PROFESSOR, LINGUISTICS, COLLEGE OF LIBERAL ARTS (TENURE TRACK)

**Education:** Ph.D., Linguistics. The University of Texas at Austin, 2002

**Expertise:** signed language linguistics; Mexican Sign Language (LSM); interaction of language and gesture; developmental signed language disorders

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 3/0

**Language Proficiency:** Spanish:4, Portuguese:2, ASL: 5, Mexican Sign Language:2

**LAS Courses (1):** Bilingual First Lang Acquisition

**Publications:**

Treviño, R., & Quinto-Pozos, D. (2018). Name pronunciation strategies of ASL-Spanish-English trilingual interpreters during mock video relay service calls. *Translation and Interpreting Studies. The Journal of the American Translation and Interpreting Studies Association*, 13(1), 71-86.

Quinto-Pozos, D., Alley, E., Casanova de Canales, K., & Treviño, R. (2015). When a language is underspecified for particular linguistic features: Spanish-ASL-English interpreters' decisions in mock VRS calls. In B. Nicodemus & K. Cagle, *Proceedings of the International Symposium on Signed Language Interpretation and Translation Research*. pp 212-234. Washington, DC: Gallaudet University Press.

**Distinctions:** 2017-2018 Fulbright Scholar: Brazil "Investigating linguistic and social complexity in the work of Portuguese-Brazilian Sign Language conference interpreters; 2017 Visiting Research Scholar, Universidade Federal de Santa Catarina, Brasil. Funded by CNPq (Ministério da Ciência, Tecnologia, Inovações e Comunicações);

**MEGAN RABY**

ASSISTANT PROFESSOR, DEPARTMENT OF HISTORY, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** Ph.D., History of Science, University of Wisconsin, Madison, December 2012. PhD Minor: Certificate on Humans and the Global Environment (change), Nelson Institute for Environmental Studies.

**Expertise:** the role of science and environment in US relations with the Global South

**Field Experience:** Panama

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 3/0

**Language Proficiency:** Spanish 2

**LAS Courses (1):** Global Environmental History

**Publications:**

*American Tropics: The Caribbean Roots of Biodiversity Science*. Chapel Hill: University of North Carolina Press, 2017.

"'The Jungle at Our Door': Panama and American Ecological Imagination in the Twentieth Century." *Environmental History* 21, no. 2 (2016): 260-269. Reprinted in Spanish as "'La Jungla Ante Nuestra Puerta': Panamá y la Imaginación Ecológica Norteamericana en el Siglo XX" (In press, 2018). Translated by Mónica Kupfer. Ciudad del Saber, Panamá.

"Ark and Archive: Making a Place for Long-term Research on Barro Colorado Island, Panama." *Isis* 106, no. 4 (2015): 798-824. Awarded the History of Science Society's 2016 Price/Webster Prize for best article.

**Distinctions:**

Research Stipend, Rockefeller Archive Center, 2018-2019.

## **CHARLES RAMÍREZ-BERG**

PROFESSOR, RADIO, TELEVISION AND FILM, COLLEGE OF COMMUNICATION (TENURED)

**Education:** Ph. D. Communications, University of Texas at Austin, 1987

**Expertise:** film history; Latino images in film; Mexican cinema; screenwriting

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 6/3

**Language Proficiency:** Spanish:3

**LAS Courses (1):** History Of Mexican Cinema, Latino Images In Film

### **Publications:**

"Stereotypes." The Oxford Encyclopedia of Latinos and Latinas in the United States, Second Ed. New York: Oxford University Press, 2017.

The Classical Mexican Cinema: The Poetics of the Exceptional Golden Age Films, University of Texas Press, 2015. Grand Prize Winner, 2016 University Co-Op Robert W. Hamilton Book Awards. Choice Magazine Outstanding Academic Title, American Library Association, 2016.

"The History of World Cinema," in Lori Holleran Steiker, ed., Signature Course Stories: Transforming Undergraduate Learning. (Austin: UTexas Press, 2015), pp. 52-55.

"Frida: Mexico's New Woman," in Roberta Orona-Cordova, ed., Remembering Frida (Dubuque: Kendall Hunt Publishing, 2013 - reprint).

**Distinctions:** University Grand Marshal —University of Texas Commencement and Honors Day Convocation, 2010-present; Named one of the University of Texas' Top Ten Great Professors by The Alcalde, 2011; First Mexican American to receive tenure in a film department in the U.S., 1993.

## **CARLOS RAMOS**

ASSISTANT PROFESSOR, GEOGRAPHY & THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** Ph.D., Watershed Sciences, Colorado State University, 2004

**Expertise:** land use; soil erosion; water quality; ecosystems; coral reef systems

**Field Experience:** Puerto Rico, Virgin Islands. Mexico, Brazil, Guatemala.

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 0/0

**Language Proficiency:** Spanish:5 Portuguese:2

**LAS Courses (1):** Environmental Hazard

### **Publications:**

Ramos-Scharrón, C.E. (2018). Land disturbance effects of roads in runoff and sediment production on dry-tropical settings. Geoderma, 310: 107-119. <http://dx.doi.org/10.1016/j.geoderma.2017.08.035>

Ramos-Scharrón, C.E. & Figueroa-Sánchez, Y. (2017). Plot-, farm-, and watershed-scale impacts of coffee cultivation in runoff and sediment production in western Puerto Rico. Journal of Environmental Management, 202, 126-136. <https://doi.org/10.1016/j.jenvman.2017.07.020>.

Ramos-Scharrón, C.E. & Thomaz, E. (2016). Runoff development and soil erosion in a wet tropical montane setting under coffee cultivation. Land Degradation and Development, 28: 936-945. <https://doi.org/10.1002/ldr.2567>

**Distinctions:** PI, "Continuation of efforts to implement sediment and erosion control practices in priority areas of the Guánica Watershed to reduce land based sources of pollution impacts to coral reefs". NFWF, \$20,000, 2018-2020; CO-PI, "Assessment of the impact of watershed development and restoration on marine sediment dynamics, St. John, USVI". University of Puerto Rico, Sea Grant College Program. \$74,000, 2016-2019; PI, "Effectiveness of erosion mitigation practices on the island of Culebra" NOAA -Coral Reef Conservation Program, \$4,000, 2016-2018.

## **MICHAEL RIVERA**

ASSISTANT PROFESSOR, DEPARTMENT OF GOVERNMENT, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** PhD, Political Science, University of California – San Diego, 2014.

**Expertise:** Latino electorate, Mexican American policy

**Field Experience:** US

**Percent Time Dedicated to LAS:** 25% **Dissertations/Theses in Past 5 years:** 2/1

**Language Proficiency:** Spanish: 5

**LAS Courses:** MEXICAN AMER POLICY STDS SMNR, LATINO POLITICS

### **Publications:**

"Immigration, Latinos, and the Transformation of White Partisanship" (Book Chapter), with Zoltan L. Hajnal in *White Backlash: Immigration, Race, and American Politics*. Marisa Abrajano and Zoltan L. Hajnal. Princeton University Press. (March 2015)

"Immigration, Latinos, and White Partisan Politics: The New Democratic Defection," with Zoltan L. Hajnal, *American Journal of Political Science*. Vol. 58, Issue 4, pages 773–789, October 2014

**Distinctions:** Visiting professor at the School of Information Sciences, UC Berkley. 2017- present.

## **ERIN RODRIGUEZ**

ASSOCIATE PROFESSOR, EDUCATIONAL PSYCHOLOGY, COLLEGE OF EDUCATION (TENURED)

**Education:** Ph.D., Clinical Psychology Vanderbilt University (2012); Dissertation Title: Coping, Communication and Adjustment in Pediatric Cancer: The Role of Children's Executive Function

**Expertise:** executive function and coping mechanisms in children

**Field Experience:** Latino communities in the US

**Percent Time Dedicated to LAS:** 50% **Dissertations/Theses in Past 5 years:** 9/3

**Language Proficiency:** Spanish:4

**LAS Courses (1):** Supervised Prep of the Qual Paper

### **Publications:**

Rodriguez, E. M., Kumar, H., Draeger, A., & Sanchez-Johnsen, L. (2017). Coping with asthma in racially and ethnically diverse urban children: The role of emotional problems in disease control. *Children's Health Care*, 46(2), 151-169. doi:10.1080/02739615.2015.1124771.

Smith, L. T., & Rodriguez, E. M. (2017). *Stressors, Support, and Access to Care for Latinx Youth: A Qualitative Exploration of Community Provider and Stakeholder Perspectives*. Manuscript submitted for publication.

### **Distinctions:**

2018-19 Graduate School Mentoring Fellowship, University of Texas at Austin; 2017-18 Dean's Fellow, Department of Educational Psychology, University of Texas at Austin; 2001-2005 Kluge Scholar, Columbia University



## **NESTOR RODRIGUEZ**

PROFESSOR, SOCIOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Sociology, The University of Texas at Austin, 1984

**Expertise:** International Migration and Deportation issues. Race/Ethnic Relations & Urban Sociology

**Field Experience:** El Salvador, Guatemala, Honduras, Mexico, US-Mexico Border

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 5/10

**Language Proficiency:** Spanish:5

**LAS Courses (2):** International Migration; Racial And Ethnic Relations

### **Publications:**

Cecilia Menjivar, Juliana Morris, and Nestor Rodriguez. 2017. "The Ripple Effects of Deportations in Honduras." Migration Studies. Advanced posting on the web, May 9.

Romero, Luis A., and Nestor Rodriguez. 2016. "Inmigración de menores centroamericanos y reacciones en Estados Unidos." Ecuador Debate 97 (Abril): 123-141.

Leal, David, and Nestor Rodriguez (eds.). 2016. Migration in an Era of Restriction and Recession: Sending and Receiving Nations in a Changing Global Environment. New York: Springer Press.

Berger Cardoso, Jodi, Erin Hamilton, Nestor Rodriguez, Karl Eschbach, and Jacqueline Hagan. 2016. "Deporting Fathers: Intent to Re-Migrate among Salvadoran Deportees." International Migration Review 50:197-230. (Initial online publication: July 3, 2014.)

Hagan, Jacqueline, David Leal, and Nestor Rodriguez. 2015. "Deporting Social Capital: The Removal of Salvadoran Migrants from the United States." Migration Studies 3 (1): 370-92.

Susanne Jonas and Nestor Rodriguez. 2014. Guatemala—US Migration: Transforming Regions. Austin: University of Texas Press.

## **VICTORIA RODRIGUEZ**

PROFESSOR, LBJ SCHOOL OF PUBLIC AFFAIRS (TENURED)

**Education:** Ph.D. in Political Science, University of California, Berkeley, 1987

**Expertise:** Women and Politics; Gender, Politics and Society in the Americas

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 5/7

**Language Proficiency:** Spanish:5

**LAS Courses (3):** Policy Research Project, Advanced Topics in Public Policy, Policy Development

### **Publications:**

Rodríguez, V. (2018). Decentralization in Mexico: From reforma municipal to solidaridad to nuevo federalismo. Routledge.

Rodríguez, Victoria E. (Project Director). 2015. Women & Politics in the Americas. Political Representation and Policy Agendas in the Executive Branch. Policy Research Project Report No. 179, Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin. 306 pp.

Rodríguez, V. E. (2010). Women in contemporary Mexican politics. University of Texas Press.

### **Distinctions:**

Ashbel Smith Professorship at the LBJ School (2003- present); Director of the PhD Program at the LBJ School (2013-present); Vice Provost and Dean of Graduate Studies at UT Austin, 2002-2012

## **ENRIQUE RODRIGUEZ-ALEGRIA**

ASSOCIATE PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Ph.D., Anthropology. University of Chicago, 2002

**Expertise:** Archaeology; colonial Latin America; ceramic analysis; introduction to Mesoamerican prehistory; the Spanish empire in Latin America/ Mexico, religious conversion, archaeometry (INAA and LA-ICP-MS)

**Field Experience:** Puerto Rico and colonial Latin America: Mesoamerica and Mexico

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 8/2

**Language Proficiency:** Spanish: 5 Portuguese: 4

**LAS Courses (4):** Poetics of the Caribbean, Daily Life in MesoAmerica, MesoAmerican Archeology, Aztecs and Spaniards

### **Publications:**

2017 The Oxford Handbook of the Aztecs. Edited by Deborah Nichols and E. Rodríguez-Alegría. Oxford University Press. xxix + 748 pages. --selected by CHOICE as a 2017 Outstanding Academic Title.

2017 Deborah Nichols and E. Rodríguez-Alegría "Introduction—Aztec Studies: Trends and Themes." In The Oxford Handbook of the Aztecs, edited by Deborah Nichols and E. Rodríguez-Alegría. Oxford University Press. Pp. 1-17.

2017 "A City Transformed: From Tenochtitlan to Mexico City in the 16th century." In The Oxford Handbook of the Aztecs, edited by Deborah Nichols and E. Rodríguez-Alegría. Oxford University Press. Pp. 661-674.

2016 The Archaeology and History of Colonial Central Mexico: Mixing Epistemologies. Cambridge University Press. x + 241 pages. --Honorable Mention, Society for American Archaeology Book Award-Scholarly, 2017.

### **Distinctions:**

2016-2018 NSF Collaborative Research Grant: The Role of Ritual and Hierarchical Social Structure in Mediating Culture Change, \$77,494; 2016-2017 NEH Fellowship, "The Material Worlds of 16th-Century Colonial Mexico City.", \$50,400; 2016-2017 Supplemental College Research Fellowship, College of Liberal Arts, University of Texas at Austin, \$56,411.

## **SERGIO ROMERO**

DIRECTOR, LLILAS INDIGENOUS LANGUAGE INSTRUCTIONAL PROGRAM

ASSOCIATE PROFESSOR, LLILAS & SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** Ph.D, Linguistics University of Pennsylvania, 2006

**Expertise:** language variation and change, especially in Mayan languages spoken in Guatemala and Nahuatl in E Mexico

**Field Experience:** Guatemala Mexico Latin America

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 11/4

**Language Proficiency:** Spanish: 5, Kaqchikel: 4, Q'eqchi': 4, K'iche': 4, Q'eqchi': 4, Ixil: 4, Yucatec: 3, Nahuatl: 4

**LAS Courses (4):** Indigenous Lang in Post Col Lat Amer, Hispanization Indg Lang Lat Amer, K'Chee Peoples, Socio-Ling

### **Publications:**

'Brujos', mitos y modernidad en la historia oral k'iche'. Estudios de cultura maya 50, 249-270 (2017).

Dominican lessons taught and sung: The Coplas by Friar Luis de Cáncer, O.P.: Context. In the Americas' First Theologies Early Sources of Post-Contact Indigenous Religion. Ed. Garry Sparks. Oxford University Press, 2017. Pp. 168-181.

The labyrinth of diversity: The sociolinguistics of Mayan languages. In The Mayan languages. Eds. Judith Aissen, Nora England and Roberto Zavala. New York: Routledge, 379-400, (2017).

'Bill Gates speaks K'ichee': The corporatization of linguistic revitalization in Guatemala. Language and Communication 47, 154-166 (2016).

Language and ethnicity among the K'ichee' Maya. University of Utah Press, 176 pp, (2015).

**Distinctions:** Alexander v. Humboldt Experienced Researcher Fellowship, 2018; NEH Digital Humanities Implementation Grant: Reading the First Books: Multilingual, Early-Modern OCR for Primeros Libros. Project Director, 2015-ongoing, \$215,830; NEH Translation Grant: Theologia Indorum: A Critical Translation of Friar Domingo de Vico's Theology for and of the Maya. Project Collaborator, 2016-ongoing, \$290,000; LLILAS/Mellon Summer Research Grant, 2015

## **SONIA RONCADOR**

DIRECTOR, THE BRAZIL CENTER

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Comparative Literature, New York University, 1999

**Expertise:** Brazilian, Portuguese, and Lusophone literatures; Spanish American literature; Latin American film and visual arts; feminist approaches in literature; cultural studies in Brazil; literary theory

**Field Experience:** Brazil

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** 14/2

**Lang. Proficiency:** Spanish:4 Portuguese:5

**Recent LAS Courses (6):** RACE AND SLAVERY IN BRAZIL, RACE/SERVITUDE IN BRAZIL, GLBL BRZ: IMMIG/DIASPORA, IMMIGRATN/DIASP BRAZIL CUL, Intro to Lit & Cul, Portuguese 1

### **Publications:**

"The Chinese Question in Machado de Assis." Daniel Silva and Lamonte Aidoo (eds). Emerging Dialogues on Machado de Assis. New York: Palgrave Macmillan, 2016.

"A burdened Legacy: Domestic Servitude in Brazilian Literature"/"Um legado oneroso: a servidão doméstica na literatura brasileira." Victor Guimarães (ed.). Doméstica. Recife: DESVIA Produções, 2015.

Domestic Servants in Literature and Testimony in Brazil (1889-1999). (New York: Palgrave Macmillan, 2014). 240 pp

## **AMELIA ROSENBERG-WEINREB**

LECTURER, JEWISH STUDIES, COLLEGE OF LIBERAL ARTS (NON-TENURE)

**Education:** Ph.D., Cultural Anthropology, University of Pennsylvania, 2007

**Expertise:** Cuba's middle class; Jewish Latin America

**Field Experience:** Cuba, Costa Rica

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 1/1

**Language Proficiency:** Spanish:5, Hebrew:3

**LAS Courses:** Jewish Cuba, Intro to Jewish Latin America

### **Publications:**

Weinreb, A. R. (2017), Jewish Cuba's Contact Zone: Transnational Encounters in Havana's Adath Israel Synagogue. The Journal of Latin American and Caribbean Anthropology, 22: 254-275. doi:10.1111/jlca.12258

"Jewish Cuba's Contact Zone after The Opening (La Apertura): Transnational Encounters in Havana's Adath Israel Synagogue", 2014.

Weinreb, Amelia Rosenberg, and Yodan Rofe. "Mapping Feeling: An Approach to the Study of Emotional Response to the Built Environment and Landscape." Journal of Architectural and Planning Research 30.2 (2013): 127-145.

Weinreb, Amelia Rosenberg. "Cuba: Religion, Social Capital and Development". American Anthropologist 112.4 (2010): 668-669.

**Distinctions:** Visiting Lecturer and Internship Coordinator, Glocal Community Development Studies Program, Hebrew University, Jerusalem, 2015 – present.

## **ASTRID RUNGGALDIER**

SENIOR LECTURER, ART AND ART HISTORY, COLLEGE OF FINE ARTS (NON-TENURE)

**Education:** Ph.D., Archeology, Boston University, 2009

**Expertise:** architecture and landscape in Mesoameric

**Field Experience:** Guatemala, Belize

**Percent Time Dedicated to LAS:** 80%

**Dissertations/Theses in Past 5 years:** 0/2

**Language Proficiency:** Spanish:4

**LAS Courses (5):** Ancient Maya Writing and History, The Archaeology of Ancient Mesoamerica, Maya Art Architecture (Study Abroad – Guat), Art Archeology of Anc Peru, ISS EHBT VIS Arts

### **Publications:**

Brouwer Burg, M., Runggaldier, A., & Harrison-Buck, E. (2016). The afterlife of earthen-core buildings: A taphonomic study of threatened and effaced architecture in Central Belize. *Journal of Field Archaeology*, 41(1), 17-36.

Harrison-Buck, E., Burg, M. B., Willis, M., Walker, C., Murata, S., Houk, B., ... & Runggaldier, A. (2015). 28 DRONES, MAPPING, AND EXCAVATIONS IN THE MIDDLE BELIZE VALLEY: RESEARCH INVESTIGATIONS OF THE BELIZE RIVER EAST ARCHAEOLOGY (BREA) PROJECT.

Runggaldier, A., Burg, M. B., & Harrison-Buck, E. (2013). Hats Kaab: A Newly Discovered E-Group at the Closing of the 13th Baktun. *Research Reports in Belizean Archaeology*, 10, 67-75.

**Distinctions:** Assistant Director, The MesoAmerica Center, UT 2016 – present.

## **MICHAEL J. RYAN**

PROFESSOR, BIOLOGY, COLLEGE OF NATURAL SCIENCES (TENURED)

**Education:** PhD, Neurobiology and Behavior, Cornell University, 1982

**Expertise:** animal behavior; sexual selection and communication in frogs and fish

**Field Experience:** Mexico, Panama, Peru, Venezuela, Brazil, Ecuador

**Percent Time Dedicated to LAS:** 25%

**Language Proficiency:** Spanish: 2

### **Publications:**

Ryan, M.J. 2018. *A Taste for the Beautiful: The Evolution of Attraction*. Princeton University Press, Princeton, New Jersey.

Ryan, M.J. 2017. The mate selection trapdoor, Tracing the evolution of hidden sexual preferences. *Nautilus-- Science Connect*.

Hemingway, C.T.; Ryan, M.J.; Page, R.A. 2017. Rationality in decision-making in the fringe-lipped bat, *Trachops cirrhosus*. *Behavioral Ecology and Sociobiology* 71:94.

**Distinctions:** 2017 Distinguished Animal Behaviorist Award, the Animal Behavior Society;

## **CÉSAR SALGADO**

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Comparative Literature, Yale University, 1993

**Expertise:** Contemporary Latin American and Caribbean literature; modernism from a comparative perspective

**Field Experience:** Cuba, Puerto Rico, Dominican Republic, U.S. Latino and Afro-Latino Urban Centers (New York City, Miami), Mexico

**Percent Time Dedicated to LAS:** 80%

**Dissertations/Theses in Past 5 years:** 12/1

**Language Proficiency:** Spanish:5, Portuguese:2, French: 3

**LAS Courses (8):** New World Baroque Genealogy, Maymester (Study Abroad, Cuba), Cuba in Question, Intro to Literatures & Culs, Orígenes in Context, East/West New World Encounters, Latino Carib Cult Diasp in US, Lit and Media in Caribbean, Cuban Revolution

### **Publications:**

"The Archive and AfroNLatin@ FieldNFormation: Arturo Alfonso Schomburg at the Intersection of Puerto Rican and AfricanN American Studies and Literatures." The Cambridge History of Latina/o Literature. Edited by Laura Lomas and John Morán González. Cambridge UP 2018: 371N93.

"Ciclogénesis del radical: Notas iniciales sobre José Rodríguez Feo y su primer mentor, F. O. Matthiessen." Orígenes de un Ciclón:Homenaje a José Rodríguez Feo. Norge Espinosa, ed. Havana: Editorial Extramuros, 2017: 81N95.

"Corona de cicatrices: 'PosNmilenio' cubano en la poesía de Víctor Fowler Calzada." 80grados. May 12 2017.

"Orígenes y la ecúmene letrada: Lezama entre Gaztelu y Rodríguez Feo." Revista Casa de las Américas 288 (JuneNSeptember 2017): 3N13.

"Cortázar o el comienzo de la otra novela." Introductory essay and annotations. La cantidad hechizada. Ensayos completos de José Lezama Lima. Volumen IV. Coordinated by Justo Ulloa and Leonor Ulloa. Almería, Spain: Editorial Confluencias, 2016.

**Distinctions:** 2018 LLILAS Benson Mellon Latinx Post Custodial Archive Engagement Summer Grant; 2017 Special Services Fellowship. Project: Unsovereign Custodies: Archival Fashion in colonial Puerto Rico, 1852-1952; 2016 Jose Lezama Lima Commemorative Centennial Award, Havana; 2014 LLILAS Mellon Summer Grant for Research in Cuba.

## **DELIDA SANCHEZ**

ASSISTANT PROFESSOR, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, COLLEGE OF EDUCATION (TENURE-TRACK)

**Education:** PhD in Counseling Psychology, Columbia University (2002)

**Expertise:** impact of ethnicity, race, and prejudice on child development and identity; interventions to advance mental and behavioral health in Latino adolescents

**Field Experience:** Puerto Rico, Dominican Republic, Cuba

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 3/0

**Language Proficiency:** Spanish:3

**LAS Courses (2):** EDP 382G Latino/a Psychology; EDP 384C Mult-Cultural Counseling

### **Publications:**

Sanchez, D., Whittaker, T. A., Hamilton, E., & Arango, S. (2017). Familial ethnic socialization, gender role attitudes, and ethnic identity development in Mexican-origin early adolescents. *Cultural Diversity and Ethnic Minority Psychology*, 23(3), 335.

Sanchez, D. & Awad, G. (2015). Ethnic Group Differences in Racial Identity Attitudes, Perceived Racial Discrimination and Mental Health Outcomes in African American, Black Caribbean and Latino Caribbean College Students. *International Journal of Culture and Mental Health*. <http://dx.doi.org/10.1080/17542863.2015.1081955>

**Distinctions:** 2016 Warfield Center Faculty Affiliate Teaching Award

## **ROXANNE SCHROEDER-ARCE**

ASSOCIATE PROFESSOR, DEPARTMENT OF THEATER AND DANCE, COLLEGE OF FINE ARTS (TENURED)

**Education:** MFA, Drama and Theatre for Youth, University of Texas at Austin, Austin, TX (2000)

**Expertise:** ethnographic theater, Latin@ representations, and culturally responsive education in theatre teacher preparation programs

**Field Experience:** Mexico, Costa Rica, Argentina, and Brazil

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 3/3

**Language Proficiency:** Spanish 3

### **Publications:**

Aguilar, Emily and Roxanne Schroeder-Arce. "Youth Identities in Process: Learning Through Indigenous Arts" Nakum Journal. December 27, 2017.

Schroeder-Arce, Roxanne. "The Americas Award on Stage: A Call for More Latino TYA" The Americas Award: Una Celebración de la Latinoamericana Literatura Juvenil. Laretta Henderson and Julie Kline, Eds. Lexington Books. 2016.

Schroeder-Arce, Roxanne. "Seeking Culturally Responsive Pedagogical Practice: Teaching across Identity Markers in the University Setting." Theatre Topics 25.3: 209-221, October, 2015.

### **Distinctions:**

2018, National Association for Latino Arts and Cultures (NALAC) Advocacy Leadership Fellow, Washington, D.C.

2015-16, Public Voices Fellow, The OpEd Project, Center for Mexican American Studies, UT Austin

## **SANDRO SESSAREGO**

ASSOCIATE PROFESSOR, DEPARTMENT OF SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** 2016 J.D. Italian Law, Università degli Studi di Roma, Italy

2010 Ph.D. in Hispanic Linguistics, (Summa cum Laude), The Ohio State University, USA

**Expertise:** Anthropological Linguistics, Philosophy of Law and Legal History, Slavery in Latin America

**Field Experience:** Mexico, Colombia, Peru, Ecuador, Bolivia, Ireland

**Percent Time Dedicated to LAS:** 90%

**Dissertations/Theses in Past 5 years:** 5/0

**Language Proficiency:** Italian 5, Spanish 5, Genovese 4, Portuguese 2, French 2, Catalan 2

**LAS Courses (2):** Intro to Theory of Ling, Sounds and Intonation

### **Publications:**

Sessarego, S. (2017). La Schiavitù Nera nell'America Spagnola: Legislazione e Prassi nel Chocó Colombiano del XVIII Secolo. Genova: Marietti Editore.

Sessarego, S. (2015). Afro-Peruvian Spanish: Spanish Slavery and the Legacy of Spanish Creoles. Amsterdam/Philadelphia: John Benjamins.

Sessarego, S. & J. Gutiérrez-Rexach (2015). Nominal Ellipses in an Afro-Hispanic Language of Ecuador: The Choteño Case. In Sessarego S. & M. González-Rivera (eds.). New Perspectives on Hispanic Contact Linguistics in the Americas, 177-193. Madrid/Frankfurt: Iberoamericana and Vervuert.

Sessarego, S. (2014). The Afro-Bolivian Spanish Determiner Phrase: A Microparametric Account. Columbus, OH: The Ohio State University Press

### **Distinctions:**

2017 HCAS Fieldwork Grant, Helsinki Collegium for Advanced Studies.

2016 Marie Skłodowska-Curie Junior Fellowship, Freiburg Institute for Advanced Studies.

## **BERYL B. SIMPSON**

PROFESSOR, INTEGRATIVE BIOLOGY, COLLEGE OF NATURAL SCIENCES (TENURED)

**Education:** Ph. D., Biology, Harvard University, 1968

**Expertise:** systematics; biogeography; evolution of select legumes and Asteraceae

**Field Experience:** Andean, Argentina, Chile, Peru

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 2/

**Language Proficiency:** Spanish 2

### **Publications:**

Neff, J. L., & Simpson, B. B. (2017). Vogel's great legacy: the oil flower and oil-collecting bee syndrome. *Flora*, 232, 104-116.

Xiao, W., & Simpson, B. B. (2017). A New Infrageneric Classification of *Meconopsis* (Papaveraceae) Based on a Well-supported Molecular Phylogeny. *Systematic Botany*, 42(2), 226-233.

Simpson, B. B. (2013). *Krameria bicolor*, the correct name for *Krameria grayi* (Krameriaceae). *Phytoneuron*. 62: 1.

**Distinctions:** Director, Plant Resources Center

## **BJORN SLETT**

ASSOCIATE PROFESSOR, COMMUNITY & REGIONAL PLANNING, SCHOOL OF ARCHITECTURE (TENURED)

**Education:** Ph.D., City and Regional Planning, Cornell University, 2006

**Expertise:** Latin American planning and develop; participatory planning; environmental and social justice; social theory

**Field Experience:** Colombia, Dominican Republic, Venezuela

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 13/24

**Language Proficiency:** Spanish:4 Portuguese:2

**LAS Courses (4):** Local Devel Plan In Latin Ame, Lat Amer Planning Studio, Dom Rep Practicum, Dom Rep Studio

### **Publications:**

2017 Yunda, Juan and Bjorn Sletto. "Authority, Autonomy and Social Rights in Housing Policy: Redevelopment, Social Struggle, and Dislocation in Central City Neighborhoods in Bogota, Colombia, and Buenos Aires, Argentina." *Planning Perspectives*, DOI: 10.1080/02665433.2017.1314792.[Peer-reviewed; 50% contribution].

2017 Sletto, Bjorn. "Mapas y memoria en la Sierra de Perijá, Venezuela:La cartografía participativa y el rescate del territorio Yukpa." *Antropológica TOMO LVIII n° 121–122*: 89–121.[Peer-reviewed.]

2016 Sletto, Bjorn, editor. *Entrelazando miradas: Hacia una nueva visión de la infraestructura socio-comunitaria*. (Reimagining community infrastructures) Austin: School of Architecture, University of Texas, 226pp.

2016 Sletto, Bjorn. "Indigenous Mobilities, Territorialization, and Dispossession in the Sierra de Perijá, Venezuela: Rescuing Lands and Meanings in Hábitat Indígena Yukpa, Toromo-Tütari." *Geoforum* 74: 117–127.[Peer-reviewed].

**Distinctions:** 2016 Best Professor, Lozano Long Institute of Latin American Studies, University of Texas; 2015 Best Class Project (Applied Research) Award, American Institute of Certified Planners (AICP) national competition; 2014-15 Faculty Research Assignment, School of Architecture, UT; 2011 Andrew W. Mellon Fellow in Latin American Studies

## **CHRISTEN SMITH**

ASSOCIATE PROFESSOR, DEPARTMENTS OF AFRICAN AND AFRICAN DIASPORA STUDIES AND ANTHROPOLOGY,  
COLLEGE OF LIBERAL ARTS (TENURE TRACK)

**Education:** Ph.D., Anthropology, Stanford University, 2007

**Expertise:** racial formation; the black body; black women and transnational struggle; black liberation/ resistance in Brazil

**Field Experience:** Brazil

**Percent Time Dedicated to LAS:** 80%

**Dissertations/Theses in Past 5 years:** 7/4

**Lang. Proficiency:** Portuguese: 5

**Recent LAS Courses (4):** Politics of Race and Violence in Brazil, Black Women Struggle Transnatl, Proseminar: Current Issues in Latin Am, Performance Raace Violence Body

### **Publications:**

\*Smith, C. Afro-Paradise: Blackness, Violence and Performance in Brazil. Urbana: University of Illinois Press, 2016.

Smith, C. "Towards a Black Feminist Model of Black Atlantic Liberation: Remembering Beatriz Nascimento," Meridians, 2016: 71-87

Smith, C. "Facing the Dragon: Black Mothers, Gendered Necropolitics, Anti-black violence and Radical Refusal in the Americas," Transforming Anthropology, 2016: 24(1)

**Distinctions:** 2016-2019 Grant: FAPESP-UT, "Black Women and Violence: the Struggle for Justice in Brazil and the US", collaborative grant with the University of São Paulo (USP); 2017 Visiting Professor, Institute of Psychology, University of São Paulo (USP); 2017 Honorable Mention, Errol Hill Award, American Society for Theatre Research (ASTR); 2016-2017 Outstanding LLILAS Faculty Award

## **PATRICIA SOMERS**

ASSOCIATE PROFESSOR, EDUCATIONAL ADMINISTRATION, COLLEGE OF EDUCATION (TENURED)

**Education:** Ph.D. in Educational Administration (Higher Education Specialization), University of New Orleans

**Expertise:** access and persistence in Brazilian higher education; affirmative action and admissions in the U.S. and Brazil; college student persistence in the U.S.

**Field Experience:** Brazil

**Percent Time Dedicated to LAS:** 70%

**Dissertations/Theses in Past 5 years:** 2/2

**Language Proficiency:** Spanish:3 Portuguese:4

**LAS Courses (1):** Comparative Higher Education,

### **Publications:**

Somers, P., & Carter, W. (2018). Models for internationalizing education in the U.S. Educação.

Somers, P., Morosini, M., Canelo, X., Carvalho, T., Gavillet, R., Noguera, F., Virola, C., & Zamora, J. (2018). Abdias do Nascimento's Deferred Dream Virola for Brazil. In St. John et al. (Eds.), Actionable Research for Educational Equity and Social Justice: Higher Education Reform in China and Beyond. Routledge/Taylor Francis.

Somers, P., Fry, J., & Fong, C. (2017). Duck and cover, Little Lady. Thought and Action.

Cofer, J. E., Somers, P., & Morosini, M. (2016). Education and underrepresented student access in Brazil, China, and South Africa. In Franco, M. P. E., Zitoski, J. J., & Franco, S. R. K. (Eds.). Educação Superior e Contextos Emergentes (pp. 239 – 268). Porto Alegre, Brazil: ediPUCRS.

**Distinctions:** American College Personnel Association – Commission on Women Research Award; Emerging Scholar Award, American Association of University Women; Faculty Excellence Award in Research, College of Education, University of Arkansas at Little Rock; National Association of Student Personnel Administrators Melvane Hardee Dissertation of the Year award; Fulbright Hayes Grantee, Fulbright New Century Scholar.



## **CHANDLER STOLP**

ASSOCIATE PROFESSOR, LBJ SCHOOL, LBJ SCHOOL OF PUBLIC AFFAIRS (TENURED)

**Education:** Ph.D., Carnegie Mellon University, joint degree in public policy and social sciences, 1983

**Expertise:** Social policy evaluation and economic integration in the Americas

**Field Experience:** Mexico; Central America; Brazil 2008 ("Pastoral da Criança")

**Percent Time Dedicated to LAS:** 25%

**Dissertations/Theses in Past 5 years:** 0/4

**Language Proficiency:** Spanish:4, Portuguese:3, German:4, French:2, Italian:2

### **Publications:**

The impact of clinic closures on women obtaining abortion services after implementation of a restrictive law in Texas, American Journal of Public Health, May 2016: 857-864. [With C. Gerdtz, L. Fuentes, D. Grossman, K. White, B. Keefe-Oates, K. Hopkins, and J. Potter.]

Boske, Leigh B., et al. Texas-Mexico Multimodal Transportation, PRP 104. LBJ School of Public Affairs, 2013.

**Distinctions:** Member, Executive Committee of the National Schools of Public Policy, Affairs, and Administration (NASPAA): 2016– present; Also Chair, Standards Committee: 2017– present.

Member, Commission on Peer Review and Accreditation (COPRA), National Schools of Public Policy, Affairs, and Administration (NASPAA): 2012–15; Also, Chair, COPRA Eligibility Committee

## **JOSEPH D. STRAUBHAAR**

PROFESSOR, RADIO, TELEVISION AND FILM, COLLEGE OF COMMUNICATION (TENURED)

**Education:** Ph.D., Fletcher School of Law and Diplomacy. Tufts University, 1981

**Expertise:** global media and cultural theory; media and migration; digital media and the digital divide in the U.S. and other countries; global television production and flow

**Field Experience:** Brazil, Dominican Republic

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 7/6

**Language Proficiency:** Spanish:3 Portuguese:4

**LAS Courses (4):** Map Latino Cul In East Austin, Migration And Media, Latin American Media, Global Media

### **Publications:**

Straubhaar, Joe and Stuart Davis. (2018) Drumming and digital inclusion: music, identity formation, and transformative empowerment in Afro-Brazilian community development NGOs. Development in Practice. 28:3, 374-387.

Maria Flores, Joseph Straubhaar, Viviana Rojas. (2017). Digital Inequality on the US/Mexico Border: A Multigenerational Case Study in Laredo, Texas. Estudios Fronterizos: Revista de Ciencias Sociales y Humanidades, 18(37), 2017.

Straubhaar, J., Spence, J., Higgins, V. D. M., Sinta, V., Mora, A. A., García, V. M., & Duarte, L. G. (2016). The Evolution of Television: An Analysis of Ten Years of TGI Latin America (2004-2014). University of Texas, Austin.

Straubhaar, J. LaRose, R. & Davenport, L. (2016). Media Now, 10th Edition. Boston: Cengage.

**Distinctions:** Recognition as a Fellow of the International Communication Association for contributions to research on communication for service to the organization, 2016; Recognition for 40 years of superior service as a scholar of Brazilian media, Induction as premier member of the College of Brazilianists, INTERCOM (Brazilian Assn. for Interdisciplinary Study of Communication), 2015; The Frontiers of Communication Technologies : Funded by the Brazilian Coordenação de Aperfeiçoamento de Pessoal de Nivel Superior (CAPES), for a consortium of universities in Brazil, the United States, and the United Kingdom, \$60,000 for exchanges and teaching in Brazil, 2014-2015; Frontiers of Knowledge grant, \$15,000, from FUNDESP (Educational Funding Authority State of São Paulo), for seminars at UNESP Bauru, University of São Paulo, and Unisinos in August 2015; Visiting Professor Fellowship, \$10,000, Summer/Fall 2014, CAPES (Coordinating Authority for Higher Education), Brasilia, for use at University of São Paulo, Brazil.

## **DAVID STUART**

PROFESSOR, ART AND ART HISTORY, COLLEGE OF FINE ARTS/ COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D. In Anthropology, Vanderbilt University, 1995

**Expertise:** Mexico, Guatemala, Honduras

**Field Experience:** Mexico, Guatemala, Honduras

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 5 /2

**Language Proficiency:** Spanish:4

**LAS Courses (5):** Painting Traditions Of Mesoamerica, Ancient Maya Writing And Art, Maymester Guatemala (Study Abroad), Art of Ancient Maya, Maya Art and Architecture

### **Publications:**

Stuart, D. (2018). El emperador y el cosmos: nueva mirada a la piedra del sol. *Arqueología mexicana*, 25(149), 20-25.

Saturno, W., Rossi, F. D., Stuart, D., & Hurst, H. (2017). A Maya curia regis: evidence for a hierarchical specialist order at Xultun, Guatemala. *Ancient Mesoamerica*, 28(2), 423-440.

Houston, S., Stuart, D. and Zender, M. The Lizard King. *Maya Decipherment: Ideas on Ancient Maya Writing and Iconography*, June 15<sup>th</sup>, 2017. <https://decipherment.wordpress.com/2017/06/15/the-lizard-king>

**Distinctions:** Director, The MesoAmerican Center, UT

## **MADLINE SUTHERLAND-MEIER**

ASSOCIATE PROFESSOR, SPANISH AND PORTUGUESE, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., University of California, San Diego, 1983

**Expertise:** The Romancero; eighteenth-century Spanish literature and culture, the Spanish periodical press

**Field Experience:** Spain

**Percent Time Dedicated to LAS Language:** 100%

**Dissertations/Theses in Past 5 years:** 4/1

**Language Proficiency:** Spanish:5

**Language Courses (9):** Advanced Grammar and Composition; Spanish Civilization; The Spain of the Three Cultures; Alternate First-Year, Spanish II; Second-Year Spanish I & II ; Introduction to Spanish Literature before 1700; Spain in 18<sup>th</sup> Century, Intro to Literature and Cultures.

### **Publications:**

Sutherland, Madeline. "Padres e hijos, jueces y delincuentes, inocencia y culpabilidad: El delincuente honrado de Jovellanos y El vinatero de Madrid de Valladares. Forthcoming in *Actas del XIX Congreso de la Asociación Internacional de Hispanistas* (11-16 de julio de 2106, Universität Münster).

Sutherland, Madeline. "Toward a History of the Blind in Spain." *Disability Studies Quarterly* 35:4 (2015) DOI: <http://dx.doi.org/10.18061/dsq.v35i4>

**Distinctions:** Former Department Chair, Spanish and Portuguese, 1993-2001 & 2008-2009, UT Austin.

## **REBECCA TORRES**

ASSOCIATE PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D. Geography, University of California, Davis, CA, 2000

**Expertise:** rural transformation and Latino transnational migration to the U.S.; Children's Geographies

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 80%

**Dissertations/Theses in Past 5 years:** 2/5

**Language Proficiency:** Spanish:4

**LAS Courses:** 2: Gender And Migration; Global Food, Farming, Hunger

### **Publications:**

2018 Torres, R. A crisis of rights and responsibility: Feminist geopolitical perspectives on Latin American refugees and forced migrants. *Gender, Place & Culture: A Journal of Feminist Geography*, 24 pp., published online March 8, 2018.

2017 Thompson, A., Torres, R., Swanson, K., Blue, S. & Hernández Hernández, O. Re-conceptualising agency among Central American and Mexican unaccompanied migrant youth. *Journal of Ethnic and Migration Studies*, 18 pp.

2016 Swanson, K. & Torres, R. Child migration and transnationalized violence in Central and North America. *Journal of Latin American Geography*, 15(3), 23-48.

2016 Torres, R. & Carte, L. Migration and development? The gendered costs of migration on Mexico's rural "left behind." *Geographical Review*, 106(3), 399-420.

**Distinctions:** 2015-2017 Co-PI, LLILAS Faculty Research Initiative "Refugee Politics in the Americas," \$10,000; 2015-2016 CO-PI, LLILAS Lozano Long Conference Award "Derechos en Crisis: Refugees, Migrant Detention and Authoritarian Neoliberalism" February 24-26, 2016; 2012-2016 CO-PI NSF Division of Undergraduate Education S-STEM Program "EVS Scholars: Promoting Excellence and Success in Environmental Science," NSF STMS, \$580,000; 2015 PI C.B. Smith, Sr. Centennial Chair Emeritus in United States-Mexico Relations #1 "Immigration Policy, National Security & Children's Rights: Impacts of Repatriation of Unaccompanied Migrant Children from Mexico," \$2,960; PI, 2015 LLILAS Mellon Research Travel Grant "Immigration Policy, National Security and Children's Rights: Impacts of Repatriation of Unaccompanied Migrant Children from Mexico and Central America," \$2500.

## **JOHN R TURCI**

ASSISTANT PROFESSOR, MUSIC, COLLEGE OF FINE ARTS (TENURE-TRACK)

**Education:** Ph.D. in Music Theory, Yale University, 2004

**Expertise:** music of Astor Piazzolla; Argentine tango

**Field Experience:** Argentina

**Percent Time Dedicated to LAS:** 80%

**Dissertations/Theses in Past 5 years:** 1/0

**Language Proficiency:** Spanish:5

### **Publications:**

Turci-Escobar, John. "Keeping Up with the Words: Expressive Phrase Overlapping in the Late Italian Madrigal." *Music Analysis* 30.2-3 (2011): 152-185.

Turci-Escobar, John. "Rescatando el tango para una nueva música: reconsidering the collaboration between Borges and Piazzolla." *Variaciones Borges: revista del Centro de Estudios y Documentación Jorge Luis Borges* 31 (2011): 3-30.

**Distinctions:** Invited presenter: "The Afro-Argentine Origins of the Tango," George Washington Museum and Cultural Center, 2014.

## **ANN TWINAM**

PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** PhD, in history, Yale University, 1976

**Expertise:** Colonial Latin American History: race, gender, sexuality, family, and illegitimacy in the Spanish Atlantic.

**Field Experience:** Colonial Spanish America, Caribbean, Venezuela, Trans-Atlantic

**Percent Time Dedicated to LAS:** 95%

**Dissertations/Theses in Past 5 years:** 10/1

**Language Proficiency:** Spanish:4 Portuguese:2

**LAS Courses (4):** Colonial Lat Amer, Film Hist In Lat Am Colonial, Film Hist In Lat Amer Modern, Lat Amer Colonial Hist

### **Publications:**

\*Purchasing Whiteness: Pardos, Mulattos and the Quest for Social Mobility in the Spanish Indies (Stanford University Press, 2015)

**Distinctions:** 2018 Elected American Association of Arts and Sciences; 2017 Walter Prescott Webb Chair in History

\*Conference on Latin American History, Bolton-Johnson Prize for best book Latin American History;

American Historical Association, Albert J. Beveridge Award for best book on the history of the United States, Latin America, or Canada from 1492 to the present, 2016 (given AHA Jan 2017); Latin American Studies Association. Bryce Wood Book Award, 2016 best book Latin American Studies; Rocky Mountain Council of Latin American Studies, Bandelier/Lavrin Colonial Book Award & the Ligia Parra Jahn Award for Gender History, 2016.

## **LUIS URRIETA JR.**

PROFESSOR, CURRICULUM AND INSTRUCTION, COLLEGE OF EDUCATION (TENURED)

**Education:** Ph.D., Y, Culture, Curriculum and Change, University of North Carolina at Chapel Hill, 2003

**Expertise:** Latino studies; cultural and racial identities; agency as social and cultural practices; social movements and education; indigenous studies, indigenous migrations, & diaspora studies

**Field Experience:** Mexico, Guatemala

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 30/9

**Language Proficiency:** Spanish:5 Portuguese:3

**LAS Courses (1):** Sociocultural Influences on Learning.

### **Publications:**

Urrieta, L. Jr. & Noblit, G. (2018). Cultural constructions of identity: Meta-ethnography and theory. New York: Oxford University Press.

Urrieta, L. Jr. (2017). Identity, violence, and authenticity: Challenging static conceptions of indigeneity. *Latino Studies*, 15(2), 254-261.

Urrieta, L. Jr. (2016). Diasporic community smartness: Indigenous-heritage saberes and community ways of knowing. *Race, Ethnicity & Education*, 19(6), 1186-1199, DOI: 10.1080/13613324.2016.1168541

Urrieta, L. Jr. (2015). Learning by observing and pitching-In and the connections to indigenous knowledge systems. *Advances in Child Development and Behavior*, 49, 357-379.

**Distinctions:** 2018 Lozano Long Institute of Latin American Studies Faculty Research Leave (\$55,000); 2016-2017 Anne Ray Fellow, School of Advanced Research, Santa Fe, New Mexico (\$40,000); 2015, CO-PI, UT, "The effects of Spanish-language immersion on preservice teachers in a bilingual professional development sequence." Research investigates the ways in which a faculty-led study abroad program in Antigua Guatemala provides a space for pre-service teachers to develop critical sociocultural awareness and to co-construct translingual identities. Includes student participants; 2015 Dean's Fellow, Department of Curriculum & Instruction, UT (\$5,000); 2014 Gates Millennium Scholars Alumni Achievement Award; 2014 César E. Chávez Champion of Change Award, The White House, Washington D.C.

## **FRED VALDEZ JR.**

PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Anthropology, Harvard University, 1987

**Expertise:** Maya & Huastec cultures; development & decline of complex societies; Mesoamerica; prehistoric technology

**Field Experience:** Belize

**Percent Time Dedicated to LAS:** 75%

**Dissertations/Theses in Past 5 years:** 9/2

**Language Proficiency:** Spanish:4

**LAS Courses (3):** CIVILIZATION OF THE MAYA, MESOAMERICA AND BORDERLANDS, FIELD ARCHAEOLOGY-BIZ

### **Publications:**

2018 D. Trein and F. Valdez, Editors. Research Reports from the Programme for Belize Archaeological Project, Volume 11. Occasional Papers, Number 24. Center for Archaeological and Tropical Studies, UT Austin.

2017 L. Sullivan and F. Valdez, Jr., Editors. Research Reports from the Programme for Belize Archaeological Project, Volume 10. Occasional Papers, Number 22. Center for Archaeological and Tropical Studies, UT Austin.

2016 \*F. Valdez, Jr. Activities and Functions of Ancient Maya Cities: A Perspective From NW Belize. Research Reports in Belizean Archaeology, The Institute of Archaeology, NICH, Belize. Volume 13: 161-168. Belmopan.

**Distinctions:** 2017-19 UT. "NW Belize Archaeological Program - Infrastructure." (\$30,000); 2017 Colha Archaic Maya Project. NSF (w/Aebersold) and Private Donors. Orange Walk District, Belize. (\$14,000).

## **SAM VONG**

ASSISTANT PROFESSOR, DEPARTMENT OF HISTORY, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** PhD, History, Yale University, 2013.

**Expertise:** 20<sup>th</sup> Century Asian American and immigrant history, migration studies

**Field Experience:** Argentina

**Language Proficiency:** Spanish: 2

**LAS Courses (2):** Refugees in 20<sup>th</sup>-Century US; Intro to Asian American History

### **Publications:**

"'Compassion Gave Us a Special Super Power': Vietnamese Women Leaders, Re-education Camps, and the Politics of Family Reunification, 1977-1991" (Journal of Women's History), 2018.

**Distinctions:** Bruce Gray Postdoctoral Fellow (2013-2015) at Gustavus Adolphus College

## **MARIAH D. WADE**

ASSOCIATE PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D, Anthropology, University of Texas at Austin, 1998

**Expertise:** ethnohistory; archival research and methodologies; Native Americans in Texas, Mexico, and the greater southwest

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 30%

**Dissertations/Theses in Past 5 years:** 6/3

**Language Proficiency:** Spanish:4 Portuguese:5

**LAS Courses (1):** Topics in Anthropology, Archeology: Bronze Age/Iron

### **Publications:**

2017 M. Wade, You are What you Eat: Toying with the Process of Becoming. In Toys and Communication, Chapter 13. (Luisa Magalhães and Jeffrey Goldsteineds.). Springer Publishers.5.

2017 M. Wade, Portuguese presence in Spanish Colonial North America in the sixteenth and early seventeenth centuries. In Mechanisms of Global Empire Building. (Polonia, Amelia and Antunes, Catia eds.) Porto: CITCEM. ISBN: 978-989-8351-65-4.

**Distinctions:** 2013 Center for European Studies Research Grant (\$1500.00)

## **PETER WARD**

PROFESSOR, PUBLIC AFFAIRS, LBJ SCHOOL OF PUBLIC AFFAIRS (TENURED)

**Education:** Ph.D. in Geography, University of Liverpool, 1988

**Expertise:** Politics and urban development and housing. Quality and field research methods

**Field Experience:** Mexico; Brazil; Southern Cone

**Percent Time Dedicated to LAS:** 60%

**Dissertations/Theses in Past 5 years:** 3/1

**Language Proficiency:** Spanish:4 Portuguese:3

**LAS Courses (3):** Housing Practices Public Policy Latin America, Qualitative Meths For Socl Sci, Society of Modern Mexico

### **Publications:**

Ward, P. M. Self-help Housing. In Antony Orum, Editor. The Wiley-Blackwell Encyclopedia of Urban and Regional Studies, 2018.

Ward, P. M., Huerta, E. R. J., & Di Virgilio, M. M. (2015). Housing policy in Latin American cities: A new generation of strategies and approaches for 2016 UN-Habitat III. Routledge.

Ward, P.M. (2015). Renovación Habitacional en Colonias Populares Consolidados de los Primeros Suburbios (Innerburbs) en México. Pp. 233-239 in Alicia Ziccardi and Arsenio González, (Eds). Habitabilidad y política de vivienda en México, UNAM, Mexico City.

Ward, P.M. (2015). Colaboración intergubernamental en áreas metropolitanas de los Estados federalistas americanos. Repensar La Metrópoli II: Reflexiones sobre planeación y procesos metropolitanos, Tomo II. Blanca Rebeca RAMÍREZ and Roberto EIBENSHUTZ H. pp. 74-101, Universidad Autónoma Mexico DF.

**Distinctions:** Coordinator of the the multi-city Latin American Housing Research Network, [www.lahn.utexas.org](http://www.lahn.utexas.org); UN-Habitat Global Lecture, <https://www.youtube.com/watch?v=TTeilGVyox0>, July 2015; Co-PI, NSF grant, Ires: International Research Experiences For Students In Infrastructure Remediation In Informal Settlements In Santo Domingo, Dominican Republic, \$249,854, 2015-2018; Co-PI, NSF grant, Constructing Empirical Public Decision-Making: The Application Of Situated Data To Development In Consolidated Information Settlement, \$253,317, 2015-2017.

## **ABIGAIL WEIZMAN**

ASSISTANT PROFESSOR, DEPARTMENT OF SOCIOLOGY, COLLEGE OF LIBERAL ARTS (TENURE-TRACK)

**Education:** Ph.D, Sociology, New York University, Graduate School of Arts and Sciences, 2015

**Expertise:** systems and factors that impact women's reproductive health

**Field Experience:** Peru, Belize

**Percent Time Dedicated to LAS:** 30%

**Language Proficiency:** Spanish 4

### **Publications:**

Marteletto, Leticia and Abigail Weitzman, Raquel Zanatta, and Sandra Valongueiro. 2017. "Women's Reproductive Intentions and Behaviors Amidst the Zika Epidemic in Brazil." *Population and Development Review*.43(2): 199-227.  
Weitzman, Abigail. 2017. "The Effects of Women's Education on Maternal Health: Evidence from Peru." *Social Science and Medicine*. 180(5): 1-9.

### **Distinctions:**

NICHD, R03 HD087422-01 "Sexual Concurrency During the Transition to Adulthood" \$150,000, 2016 -2018; Hewlett/IIIE Population and Poverty Dissertation Fellowship \$20,000, 2012 -2014; National Science Foundation Graduate Research Fellowship \$94,000 2011 -2014

## **KURT WEYLAND**

PROFESSOR, GOVERNMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., in Political Science, Stanford University, 1991

**Expertise:** democratization; diffusion; social policy; populism; bounded rationality; market reform

**Field Experience:** Brazil, Chile, Peru, Venezuela, Argentina

**Percent Time Dedicated to LAS:** 60%

**Dissertations/Theses in Past 5 years:** 8/1

**Language Proficiency:** Spanish:4 Portuguese:4 German: 5

**LAS Courses (1):** International Politics Of Latin America

### **Publications:**

"Fascism's Missionary Ideology and the Autocratic Wave of the Interwar Years," *Democratization* 24:7 (December 2017),

"Patterns of Diffusion: Comparing Democratic and Autocratic Waves," *Global Policy* 7:4 (November 2016), pp. 557-562.

"Realism Under Hegemony: Theorizing the Rise of Brazil," *Journal of Politics in Latin America* 8:2(June 2016): 143-73.

\* "Crafting Counterrevolution: How Reactionaries Learned to Combat Change in 1848," *American Political Science Review* 110:2 (May 2016): 215-31.[winner, Alexander George article award, APSA Section on Qualitative and Multimethods Research, 2017; and co-winner, Best Article award, APSA Comparative Democratization Section, 2017].

\*\**Making Waves: Democratic Contention in Europe and Latin America since the Revolutions of 1848* (Cambridge University Press, April 2014).[Best Book Award, Comparative Democratization Section, American Political Science Association, 2015].

**Distinctions:** \* 2016 Alexander George article award, Section on Qualitative and Multimethods Research, American Political Science Association, 2017; and co-winner, Best Article award, Comparative Democratization Section, American Political Science Association, 2017; 2015-16 Raymond Dickson Centennial Endowed Teaching Fellowship College of Liberal Arts, UT Austin; \*\*2014 Best Book Award, Comparative Democratization Section, American Political Science Association, 2015.

## **JENNIFER WILKS**

ASSOCIATE PROFESSOR, ENGLISH, AFRICAN AND AFRICAN DIASPORA STUDIES, COLLEGE OF LIBERAL ARTS  
(TENURED)

**Education:** Ph.D., Comparative Literature, Cornell University , 2003

**Expertise:** African Diaspora, intellectual history, theory, social movements, race and racial formation

**Field Experience:** Caribbean, French Guyana, Guadeloupe, Haiti, Martinique

**Percent Time Dedicated to LAS:** 45%

**Dissertations/Theses in Past 5 years:** 8/4

**Language Proficiency:** Spanish: 3, Portuguese: 2, French: 4

**LAS Courses:** Caribbean Literature

### **Publications:**

Wilks, Jennifer. 2016. Rev. of Skin Acts: Race, Psychoanalysis, and the Black Male Performer, by Michelle Ann Stephens. ALH (American Literary History) Online Review. Series IV.

[http://oxfordjournals.org/our\\_journals/alhist/alhreview\\_series4.html?src=homepage](http://oxfordjournals.org/our_journals/alhist/alhreview_series4.html?src=homepage).

Wilks, Jennifer. Rev. of Difficult Diasporas: The Transnational Feminist Aesthetic of the Black Atlantic, by Samantha Pinto. Gender, Place and Culture: A Journal of Feminist Geography. 18 Feb. 2016.

Wilks, Jennifer. "Black Matters': Race and Literary History in Mat Johnson's Pym." European Journal of American Studies (EJAS) 11.1 (2016) <https://ejas.revues.org/11523>.

**Distinctions:** Fellow, Public Voices Thought Leadership Program, The Op-Ed Project. 2014-2015.

## **PATRICIA A. WILSON**

PROFESSOR, COMMUNITY & REGIONAL PLANNING, SCHOOL OF ARCHITECTURE (TENURED)

**Education:** Ph.D., City and Regional Planning Cornell University, 1975

**Expertise:** civic engagement and dialogue; participatory planning; international development; community development; sustainable social development

**Field Experience:** Dominican Republic, Cuba, Puerto Rico, Costa Rica, Panama, and Mexico.

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 0/3

**Language Proficiency:** Spanish:4

**LAS Courses (4):** Cultures In Contact, Participatory Planning, International Sustainable Soc Dev, Deep Democracy

### **Publications:**

Wilson, Patricia A. "Otto Scharmer and the Field of the Future: Integrating Science, Spirituality and Profound Social Change," in D. Szabla, W. Pasmore, M. Barnes, and A. Gipson, Eds., The Palgrave Handbook of Organizational Change Thinkers: Cham, Switzerland: Palgrave Macmillan (Springer), pp. 1129-1146 (2017)

Wilson, Patricia A. "The Inner Practice of Community Development: Embracing Deep Democracy in Mexico," in Kathryn Goldman Schuyler, Ed., Leadership for a Healthy Planet: Creative Social Change. Bingley, England: Emerald, pp. 211-229 (2016)

### **Distinctions:**

2016-2017 Evolution of Organizational Change Thinking with David Szabla and William Pasmore (Columbia Teachers College), funding from Presencing Institute, MIT;

2013-2016 Sustainable Community Development in the Guadalupe Watershed (National Water Commission of Mexico CONAGUA, Universidad Albert Einstein, and Hogg Scholar Grants);

2012-13 Sustainable Community Development in Mexico (Hogg Scholar Grant for R.A and Universidad Albert Einstein).



## **SAMUEL WILSON**

PROFESSOR, ANTHROPOLOGY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D. in Anthropology, University of Chicago, 1986

**Expertise:** archaeology; historical anthropology; prehistoric contact

**Field Experience:** Dominican Republic, Cuba, Puerto Rico, Costa Rica, Panama, and Mexico.

**Percent Time Dedicated to LAS:** 40%

**Dissertations/Theses in Past 5 years:** 9/1

**Language Proficiency:** Spanish:3

**LAS Courses:** Cultures In Contact

### **Publications:**

"Caribbean Archaeology in the Next 50 Years", concluding chapter to The Oxford Handbook of Caribbean Archaeology, edited by William F. Keegan, Corinne Hofmann, and Reniel Rodri-guez Ramos. Pp. 568-577.

Joshua Torres and Samuel M. Wilson, "Ball Courts and Ceremonial Plazas", in The Encyclopedia of Caribbean Archaeology, edited by Basil A. Reed and Grant Gilmore III, University Presses of Florida.

**Distinctions:** Co-investigator, "Pre-hispanic Caribbean Sculpture Arts in Wood", Getty Foundation, 2007-2010

## **ANTHONY WOODBURY**

PROFESSOR, LINGUISTICS, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., Linguistics. University of California, Berkeley, 1981

**Expertise:** Chatino linguistics and language preservation; documentation and preservation of endangered languages

**Field Experience:** Mexico

**Percent Time Dedicated to LAS:** 60%

**Dissertations/Theses in Past 5 years:** 5/1

**Language Proficiency:** Spanish:3 Chatino:1 Yup'ik:2 German:2 French:2 Danish:1

**LAS Courses (6):** Native Languages of North America, Dying languages, The structure of Chatino, The structure of Yup'ik, Field methods in linguistic investigation, Digital Language Archives and You

### **Publications:**

2017 (With Patience Epps & Anthony K. Webster). A Humanities of Speaking: Franz Boas and the continuing centrality of texts. International Journal of American Linguistics 83(1): 41-78.

2015 Overview: La documentación lingüística. In Bernard Comrie & Lucía Golluscio (eds.), Language contact and documentation / Contacto lingüístico y documentación. Berlin: Walter de Gruyter. Pp. 9-47.

2014 (With Emiliana Cruz.) Finding a way into a family of tone languages: The story and methods of the Chatino Language Documentation Project. Language documentation and conservation 8:490-524. Special Issue: Steven Bird & Larry Hyman (guest eds.), How to study a tone language. <http://scholarspace.manoa.hawaii.edu/handle/10125/24615>

2014 (With Emiliana Cruz.) Collaboration in the context of teaching, scholarship, and language revitalization: Experience from the Chatino Language Documentation Project. Language Documentation & Conservation 8: 262-286.

2014 Archives and audiences: toward making endangered language documentations people can read, use, understand, and admire. Language documentation and description 12:19-36. Special Issue: Language Documentation and Archiving.

**Distinctions:** 2017-Fellow, Linguistic Society of America; 2015-2016 Harry Ransom Award for Teaching Excellence, UT College of Liberal Arts; 2014 Appointed as Fellow of the Harold C. & Alice T. Nowlin Regents Professorship; 2016-2018 NSF, Documenting Endangered Languages. Transforming access and archiving for endangered language data through exploratory methodologies of curation, \$248,039.

## **KENNETH R. YOUNG**

PROFESSOR, GEOGRAPHY AND THE ENVIRONMENT, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., University of Colorado at Boulder, 1990

**Expertise:** biogeography; landscape ecology; climate change; sustainability; tropical environments

**Field Experience:** (extended) Costa Rica, Ecuador, Guatemala, Peru; (smaller projects) Argentina, Belize, Bolivia, Botswana, Brazil, Colombia, Dominican Republic, Chile, Mexico, Panama, Puerto Rico, Venezuela

**Percent Time Dedicated to LAS:** 30%

**Dissertations/Theses in Past 5 years:** 10/4

**Language Proficiency:** Spanish:5, Portugues: 1

**LAS Courses (2):** Climate Change; Landscape Ecology

### **Publications:**

2017 K.R. Young, A. Ponette-González, M.H. Polk, and J.K. Lipton. Snowlines and treelines in the tropical Andes. *Annals of the American Association of Geographers* 107: 429-440.

2016 K. R. Young, E. Y. Arima, E. Ashkenazi y A. Mercado. Amenazas a los servicios ambientales de Loreto, Perú. (Threats to environmental services in Loreto, Peru). *Wildlife Conservation Society, Lima, Peru*. 84 p.

**Distinctions:** CO-PI NSF: 2016-2021, "CNH-S: Andes, bofedales and cattle: The impacts of changing hydrology and glacial retreat on community livelihoods in Peru's Cordillera Blanca", \$499,992; and 2012-2018 "RCN: Towards a Unified 24/47 Ecology of Tropical Montane Cloud Forests", Ecosystem Science Cluster, \$499,998.

## **EMILIO ZAMORA**

PROFESSOR, HISTORY, COLLEGE OF LIBERAL ARTS (TENURED)

**Education:** Ph.D., in History, University of Texas at Austin, 1983

**Expertise:** History of Mexicans in the United States, oral history and archival enterprise in Texas and northern Mexico.

**Field Experience:** Mexico, US-Mexico Border

**Percent Time Dedicated to LAS:** 50%

**Dissertations/Theses in Past 5 years:** 7/0

**Language Proficiency:** Spanish:5

**LAS Courses:** Introductory Spanish, History of Mexican Americans in US; Oral History: Theory and Practice

### **Publications:**

Zamora, Emilio. Editor and Translator. *Alonso Perales' En Defensa de Mi Raza*, Vols. I and II. Houston: Arte Publico Press, 2018.

"The Mexican Fight for Ethnic Studies in Texas; The Biography of a Cause," presentation upon receiving the NACCS 2017 Scholar Award," Irvine, California, April 28, 2017. Published in *Bog, "Educational Equity, Politics and Policy in Texas,"* April 11, 2017.

*Tejanos Through Time: Selections from the Handbook of Tejano History* (Lead Editor, with Andrés Tijerina). Austin: Texas State Historical Association, 2016. E-book was released during the 2016 Annual TSHA Conference.

Article, "Academia Cuauhtli and the Eagle: Danza Mexica and the Epistemology of the Circle," *Voices in Urban Education*, No. 41 (Annenberg Institute for School Reform), Second author with Angela Valenzuela and Brenda Rubio. 2016.

**Distinctions:** PI: "The Tejano Education Project" Tejano Monument, INC. \$134,864, 2011-2015.

Appointed Fellow of the Barbara White Stuart Centennial Professorship in Texas History, UT Austin, 2014

## **LUIS ZAYAS**

DEAN, SOCIAL WORK, SCHOOL OF SOCIAL WORK (TENURED)

**Education:** Ph.D., Developmental Psychology Columbia University, 1986

**Expertise:** family functioning; child and adolescent mental health in Latino families in the U.S. and Latin America

**Field Experience:** Puerto Rico

**Percent Time Dedicated to LAS:** 80%

**Dissertations/Theses in Past 5 years:** 0/1

**Language Proficiency:** Spanish:5

### **Publications:**

Zayas, L.H., Brabeck, K.M., Cook Heffron, L., Dreby, J., Calzada, E.J., Parra-Cardona, J.R., Dettlaff, A.J., Heidbrink, L., Perreira, K.M., & Yoshikawa, H. (2017). Charting directions for research on immigrant children affected by undocumented status. *Hispanic Journal of Behavioral Sciences*, 39 (4),

Zayas, L. H., & Gulbas, L. E. (2017). Processes of belonging for citizen-children of undocumented Mexican immigrants. *Journal of Child and Family Studies*, 26, 2463-2474. doi:10.1007/s10826-017-0755-z

Zayas, L. H. (2016). Foreword. In A.J. Dettlaff & R. Fong (Eds.), *Immigrant and refugee children and families: Culturally responsive practice* (pp. xi-xiii). New York: Columbia University Press.

\*Zayas, L.H. (2015). *Forgotten Citizens: Deportation, Children, and the Making of American Exiles and Orphans*. New York: Oxford University Press.

**Distinctions:** 2016 Carl A. Scott Memorial Lecture, CSWE (Annual Program Meeting, Atlanta, GA); 2016 BUILDing SCHOLARS Mentor Award, UT El Paso; 2016 NIMHHD—Principal Investigator “Undocumented, Unaccompanied, and Citizen: Charting Research Directions for Children of Immigration”, \$50,000; \*Finalist, 2016 Hamilton Book Award, UT Cooperative Society, and Honorable Mention, 2016 Outstanding Social Work Book Award, SSWR.

## **PILAR ZAZUETA**

LECTURER, LLILAS, COLLEGE OF LIBERAL ARTS (NON-TENURE)

**Education:** Ph.D. History, Columbia University, 2011

**Expertise:** Public Policy, food consumption and nutrition

**Field Experience:** Mexico, Argentina, Chile, Brazil

**Percent Time Dedicated to LAS:** 100%

**Dissertations/Theses in Past 5 years:** N/A

**Language Proficiency:** Spanish:4 Portuguese:2

**LAS Courses (7):** Politics of Food in Latin America, Latin America in the Sixties, Life/Politics in Contemporary Mexico, Capstone Latin American Studies, Key Ideas & Issues in Latin America, Sexuality and Gender in Latin America.

### **Publications:**

Benoit, C., Stengel, C., Marcellus, L., Hallgrimsdottir, H., Anderson, J., MacKinnon, K., Phillips, R., Zazueta, P. and Charbonneau, S. (2014), Providers' constructions of pregnant and early parenting women who use substances. *Sociology of Health & Illness*, 36: 252–263. doi: 10.1111/1467-9566.12106

Zazueta, Pilar, “De Coca-Cola a Vampi-Cola: políticas, negocios, y el consumo de refrescos y azúcar en México (1970-1982),” *Apuntes de Investigación*, N°21, 2013.



**LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS**  
**THE UNIVERSITY OF TEXAS AT AUSTIN**

**EMERITUS FACULTY**

RICHARD N. ADAMS \_\_\_\_\_ ANTHROPOLOGY  
LEIGH B. BOSKE \_\_\_\_\_ PUBLIC AFFAIRS  
HARRY M. CLEAVER \_\_\_\_\_ ECONOMICS  
PETER CLEAVES \_\_\_\_\_ LATIN AMERICAN STUDIES  
MERCEDES LYN DE URIARTE \_\_\_\_\_ JOURNALISM  
HENRY A. DIETZ \_\_\_\_\_ GOVERNMENT  
WILLIAM GLADE \_\_\_\_\_ ECONOMICS  
LARRY GRAHAM \_\_\_\_\_ GOVERNMENT  
BARBARA HINES \_\_\_\_\_ LAW  
AMARANTE LUCERO \_\_\_\_\_ THEATER AND DANCE  
JAMES MAUSETH \_\_\_\_\_ BIOLOGY  
BRYAN ROBERTS \_\_\_\_\_ SOCIOLOGY  
HENRY A. SELBY \_\_\_\_\_ ANTHROPOLOGY  
JOEL SHERZER \_\_\_\_\_ LINGUISTIC ANTHROPOLOGY  
CARLOS A. SOLE \_\_\_\_\_ SPANISH AND PORTUGUESE

## **DAVID BLISS**

DIGITAL PROCESSING ARCHIVIST

**Education:** MS in Information Studies, University of Texas at Austin, 2017; MA in Latin American History, University of New Mexico, 2013

**Academic experience:**

Graduate coursework in Latin American history and studies

**Overseas experience:** Extensive travel in Spain; work in Latin America

**Language proficiency:** Spanish (4), Portuguese (1)

**National Outreach Contribution:** Development and curation of primary digital resources from partner sites in Latin America to be used in curricular development projects and other activities.

## **ANDREA CLARK GÓMEZ**

ASSISTANT TO THE DIRECTOR

**Education:** M.A. in Latin American Studies, UT Austin, 2018

**Academic experience:**

Teaching Assistant, History and Latin American Studies Department, 2017-2018

Co-President, Institute of Latin American Studies Student Association (ILASSA), 2017-2018

Graduate Assistant, Longhorn Center for Community Engagement, 2016-2017

Mellon Mays Undergraduate Fellowship (MMUF), 2015-2016

**Overseas experience:** Native of Venezuela; Raised in Argentina and Saudi Arabia; studied abroad in El Salvador and Nicaragua; Professional travel to Peru and Uruguay; MMUF-funded fieldwork in Venezuela

**Language Proficiency:** Spanish (Native/5); French (4); Portuguese (3)

**Research and training specialization:** Legal research in Human Rights in the Americas; Qualitative (SPSS and R) and Quantitative Research (Ethnography); Community Engagement; Curriculum design and group facilitation in student affairs; Event Planning.

**Publication:**

Clark, Andrea. "Eso Ya No Se Consigue: The effects of economic shortages on women's everyday lives in Venezuela." *MMUF Undergraduate Journal* 2016.

**Distinctions:** Dean's Distinguished Graduate, College of Liberal Arts at UT-Austin, 2016

**National Outreach Contribution:** Administrative support, faculty engagement

## **JESSICA Y. DIAZ**

ASSISTANT DIRECTOR OF CONSTITUENT RELATIONS

**Education:** MPAff, Executive Master in Public Leadership, University of Texas at Austin, 2016

**Academic experience:**

Director of Community and Partnership Engagement, University of Houston, 2015-2018

Program and Marketing Coordinator, Rice University, 2014-2015

**Research and training specialization:** Non-profit management, engaging cross-industry partners, and capacity building; skilled in training organizations, marketing and event management.

**Overseas experience:** Experience working with corporate individuals from Latin America

**Language proficiency:** Spanish (5)

**National Outreach Contribution:** Constituent outreach and engagement, including alumni, LLILAS Benson Advisory Council, donors, private sector partners, coordination of outreach activities and LLILAS Benson Mentor Program

## **PALOMA DÍAZ**

SCHOLARLY PROGRAMS DIRECTOR AND FACULTY LIAISON

**Education:** MA in International Educational Administration and Policy Analysis, Stanford University, 1996; BA in Social Work, Catholic University of Valparaíso, Chile (PUCV), 1990

**Academic Experience:**

Social Media Coordinator, Latin American Studies Association (LASA), 2014–present

Senior Program Coordinator, LLILAS, UT Austin, 2007–2013

Lecturer, Dept. of Spanish & Portuguese, UT Austin, 2004–2005

Program Coordinator, LLILAS, UT Austin 2001–2007

Program Coordinator, Center for Latin American Studies, Stanford University, 1998–1999

Teaching Affiliate, Dept. of Spanish, Stanford University, 1995–1996

**Overseas Experience:** Native of Chile, Latin America

**Language Proficiency:** Spanish (Native/5), Portuguese (3)

**Distinctions:** College of Liberal Arts Staff Excellence Award, 2012; Class Valedictorian, College of Economic and Adm. Sciences, PUCV, 1990

**National Outreach Contribution:** Planning, program management and coordination of NRC outreach activities, with special focus on scholarly collaborations with UT departments and professional schools, other higher education institutions, and international institutions; evaluation support

## **LINDSEY ENGELMAN**

### **PUBLIC ENGAGEMENT COORDINATOR/OUTREACH**

**Education:** M.S. in Community & Regional Planning and MA in Latin American Studies, University of Texas at Austin, 2011

**Academic experience:**

Special Projects Coordinator, International Office, UT Austin, 2013-2014

Teaching Assistant, History of Mexican Americans, UT Austin, 2010

ILASSA Student Conference Coordinator, UT Austin, 2009

NSF funded research in Ecuador on environmental suffering and inequality

**Overseas experience:** Study abroad in Universidad de Concepción, Chile; Human Rights Accompanier in Guatemala; Graduate research experience in Ecuador, Dominican Republic, and Venezuela; persona travel to Mexico, Peru, and Argentina

**Language Proficiency:** Spanish (3)

**National Outreach Contribution:** Planning, program management and coordination of NRC outreach activities, with special focus on K-16 collaborations, evaluation support

## **MARIELA GARCIA**

### **MEXICO CENTER SPECIAL PROJECTS COORDINATOR**

**Education:** MA in International Relations, Instituto Ortega y Gasset, Madrid, 2003

**Academic experience:**

Researcher in the Department of Political Studies in the Center for Research and Teaching Economics (CIDE) in Mexico City

**Overseas experience:** Native of Mexico; work in Mexican Government and Madrid, Spain

**Language Proficiency:** Spanish (Native/5), English (5)

**National Outreach Contribution:** Coordination, support and promotion of related NRC outreach and programmatic initiatives

## **HEATHER GATLIN**

EXECUTIVE DIRECTOR

**Education:** MA in Public Administration, Texas State University, 2006; BA, Spanish Language & Literature, Marquette University, 1995

**Academic experience:**

LLILAS Benson Chief of Staff, UT Austin, 2011–present

Assoc. Director, Inst. on Domestic Violence & Sexual Assault, UT Ctr for Social Work Research, 2004–2005

Social Sciences/Humanities Research Associate, UT Ctr for Social Work Research, 2002–2004

Teaching Assistant, Spanish, Marquette University, 2005

**Overseas experience:** Study abroad in Mexico and Spain; travel to Peru, Mexico, Canada, and Europe

**Language Proficiency:** Spanish (4), French (2)

**Research and training specialization:** Public administration, personnel management, organizational development, disaster response, case management, program evaluation

**Recent publications:**

Ferguson, M., and H. Gatlin. *Caught in the Storm: Navigating Policy and Practice in the Welfare Reform Era*. Chicago: Lyceum Press, 2010.

Gatlin, H. "The Search for a Theoretical Framework for Long-Term Disaster Recovery Efforts: A Normative Application of Jane Addams' Social Democratic Theory and Ethics." 90 pp. August 2006.

**Distinctions:** Staff Excellence Award, College of Liberal Arts, UT Austin, 2014; James W. McGrew Research Award, American Society of Public Administration, Centex Chapter, 2007

**National Outreach Contribution:** Supervision, oversight and management of all aspects of NRC and FLAS programming

## **CYNTHIA GLADSTONE**

UNDERGRADUATE ADVISOR

**Education:** PhD in History, University of Texas at Austin, 2003

**Academic experience:**

Academic adviser (staff), College of Liberal Arts, UT Austin, 2004–present, currently advising Latin American Studies, Jewish Studies, and Linguistics undergraduates

GRA, TA, and Undergraduate Advisor for History, during graduate studies

Adjunct Faculty, History, St. Edward's University, Western Civilization, 2008, 2010.

**Overseas experience:** Study abroad and dissertation research in England, Scotland; personal travel to Europe, Britain, Middle East

**Language Proficiency:** Spanish (2) French (2) Hebrew (3)

**Research and training specialization:** Primary field of early modern European history; secondary field in modern European history, history of early modern witchcraft, early modern British legal history

**Distinctions:** College of Liberal Arts Advisor of the Year Award, 2014; College of Liberal Arts Appreciation Award for service on the Training Committee, 2014; University of Texas at Austin President's Outstanding Staff Award, 2013; College of Liberal Arts Advising Excellence Award, 2011

**National Outreach Contribution:** Undergraduate LAS program support and development



## **MELISSA GUY**

NETTIE LEE BENSON LIBRARIAN AND DIRECTOR

**Education:** MS in Information Studies, UT Austin, 2008; MA in Latin American History, University of Arizona, 2002; BA in History, BA in Latin American Studies, University of Washington, 2000

### **Academic experience:**

Director of Nettie Lee Benson Latin American Collection since January 2018;

Head of Collection Development, Nettie Lee Benson Latin American Collection, 2015-2018

Librarian for Latin American and Iberian Studies, Arizona State University, 2008-2015

**Overseas experience:** Personal travel in Latin America for twenty years; extensive time doing research in Argentina, and conducted library acquisitions trips in Guatemala, Brazil, Argentina, Mexico, and Colombia.

**Language Proficiency:** Spanish (5), Portuguese (3), Italian (1)

**Distinctions:** 2 *FLAS recipient for Portuguese* (University of Arizona and Ohio State University)

**National Outreach Contribution:** Collection development with focus on LCTL materials and related acquisition travel, collection development consultation with partner institutions, orientation for visiting MSI/Community College Fellows

## **ADRIAN JOHNSON**

HEAD OF PUBLIC SERVICES, LIBRARIAN FOR CARIBBEAN STUDIES

**Education:** BA in Latin American History, Trinity University, 1998; MLIS (Master's in Library and Information Science), UT Austin Information School, 2001

### **Academic experience:**

Information Literacy Librarian, UT Libraries, UT Austin, 2001-2009

Head of Public Services, Librarian for Caribbean Studies, Benson Latin American Collection, 2010-present

**Overseas experience:** Summer in Mexico, 1997; Acquisitions trips – Trinidad and Tobago, 2012; Puerto Rico, 2015; Cuba, 2016; Haiti and Dominican Republic, 2017, Cuba, 2018

**Language Proficiency:** Spanish (4); French (1)

**Research and training specialization:** Information Sciences, print and publication culture in Latin America, Caribbean history, culture and literature

**Distinctions:** UT Libraries Library Excellence Award, 2005, UT Austin President's Outstanding Staff Award, 2012

**National Outreach Contribution:** Outreach activity support, collection development with focus on LCTL materials and related acquisition travel, orientation for visiting MSI/Community College Fellows

## **SUSAN KUNG**

MANAGER, ARCHIVE OF THE INDIGENOUS LANGUAGES OF LATIN AMERICA (AILLA)

**Education:** PhD in Linguistics, University of Texas at Austin, 2007

### **Academic experience:**

Manager, Archive of the Indigenous Languages of Latin America (AILLA), LLILAS Benson, UT Austin, 2012– present

Instructor of record for several courses

**Overseas experience:** 19 months of linguistic fieldwork in Mexico, 1999–2011; undergraduate study abroad, Madrid, Spain, 1987, 1989; personal travel in Mexico, Spain, and Europe

**Language Proficiency:** Spanish (4), Huehuetla Tepehua (3), French (1), Italian (1), German (1)

**Research and training specialization:** Documentary field linguistics and digital archival techniques; descriptive linguistics of Huehuetla Tepehua

### **Recent publications:**

Kung, Susan Smythe, and Joel Sherzer. "The Archive of the Indigenous Languages of Latin America: An Overview." *Oral Tradition*, 28/2 (2013).

Kung, Susan Smythe. "Los compadres: Cuento en Tepehua de Huehuetla [The compadres. A story in Huehuetla Tepehua]." In Paulette Levy and David Beck (eds.), *Las lenguas totonacos y tepehuas. Textos y otros materiales para su estudio* [The Totonac and Tepehua languages. Texts and other materials for their study], 55–77. Mexico City: UNAM, 2012.

**Distinctions:** Mary R. Haas Book Award, Society for the Study of Indigenous Languages of the Americas, 2008; Award for Excellence in Graduate Research, University Co-operative Society, UT Austin, 2004

**National Outreach Contribution:** Consultation on content development for outreach activities, curriculum development, and LCTL promotion/dissemination

## **JENNIFER MAILLOUX**

ADMINISTRATIVE ASSOCIATE, DESIGNER

**Education:** MA in Anthropology, Texas A&M University, 2003

### **Academic experience:**

Administrative Assistant, LLILAS, UT Austin, 2003–2008

Research Associate II, Texas Archaeological Research Lab, UT Austin, 2003

Graduate Assistant, Interlibrary Services (ILS), Texas A&M University, 2001–2003

Research Associate II, Texas Archaeological Research Lab, UT Austin, 2002

Graduate Assistant, Department of Anthropology, Texas A&M University, 2000

Administrative Assistant, Extension Instruction & Materials Center, UT Austin, 1997–1998

Sr. Office Assistant, Extension Instruction & Materials Center, UT Austin, 1997

**Language Proficiency:** French (2)

**Research and training specialization:** Archaeology, physical anthropology, website development

**National Outreach Contribution:** Graphic design and production of print and online promotional materials, administrative support for purchasing and travel

## **JOSÉ MONTELONGO**

HEAD OF COLLECTION DEVELOPMENT

**Education:** PhD in Latin American Literature, Washington University in St. Louis, 2010

**Academic experience:**

Adjunct Assistant Professor, Dillard University, 2013

Adjunct Assistant Professor, Tulane University, 2012–2013

Visiting Assistant Professor, Bard College, 2011–2012

Visiting Assistant Professor, Gettysburg College, 2010–2011

**Overseas experience:** Studied journalism in Canada; worked as a journalist in Mexico City; native of Mexico

**Language Proficiency:** Spanish (5), French (3)

**Research and training specialization:** Published literary criticism in peer-reviewed journals

**Recent publications:**

Montelongo, José. *Mi abuelo fue agente secreto*. Mexico City: Nostra 2012.

**Distinctions:** UT Libraries Excellence Award, 2015; Canadian Government Award (Academic Scholarship), 2000

**National Outreach Contribution:** Collection development with focus on LCTL materials and related acquisition travel, collection development consultation with partner institutions, orientation for visiting MSI/Community College Fellows

## **ALBERT PALACIOS**

DIGITAL SCHOLARSHIP COORDINATOR

**Education:** PhD-ABD History, Field in Latin America, 2015; MA in Latin American Studies, Concentration in Mexico, 2012; MS Information Studies, Specialization in Preservation Administration, 2011; BA Anthropology, Concentration in Archaeology, 2009; BA in Architecture, 2009 (all degrees from the University of Texas at Austin).

**Academic experience:**

History Research Fellow, Department of History, UT Austin, 2015-2016

Supplemental Instructor, Department of History, UT Austin, 2014-2015

Film Curatorial Assistant, Harry Ransom Center Humanities Research Center, UT Austin, 2010-2015

Digitization Technician, Harry Ransom Center Humanities Research Center, UT Austin, 2009-2012

**Overseas experience:** Research travel to Spain and Mexico, 2012-2018; Work travel to Peru and Canada, 2017; Personal travel to Germany, United Kingdom, France, Greece, 2007-2018; Study abroad, Italy, 2007.

**Language Proficiency:** Spanish (Native/5), Portuguese (1)

**Research and training specialization:** Museum studies; Cultural Studies; Book history, censorship, and critical bibliography; Spanish paleography; Business administration

**Recent publications:**

Palacios, Albert A. "Preventing 'Heresy': Censorship and Privilege in Mexican Publishing, 1590-1612." *Book History* 17 (2014): 117-164. Print.

Palacios, Albert A. "Previnendo Error en la Propagación de la Fe: The Nascence of Book Censorship in Mexico" in *Evangelization and Culture in Colonial Mexico*, edited by Robert H. Jackson (Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2014.)

**National Outreach Contribution:** Development and curation of open access primary resources, consultation for curriculum development activities and outreach programming, traveling exhibits and digital scholarship training

## **THERESA POLK**

HEAD OF DIGITAL INITIATIVES, POST CUSTODIAL ARCHIVIST

**Education:** Master in Library Studies, Archives, College of Information Studies, University of Maryland, 2014; MPhil, International Peace Studies, Trinity College Dublin, 2011; BA in Latin American Studies, Carleton College, 1999

### **Academic experience:**

Head of Digital Initiatives, LLILAS Benson, UT Austin, 2018

Post-Custodial Archivist, LLILAS Benson, UT Austin, 2016-present  
Project Archivist, LLILAS Benson, UT Austin, 2014-2016

Graduate Assistant, Conflict and Dispute Resolution Diploma Program, Trinity College Dublin, 2010

**Overseas experience:** Work travel for LLILAS Benson: Colombia, Guatemala, Ireland, Mexico, Switzerland; previous work travel to Germany, Guatemala, Italy, South Korea, and Philippines; Education in Ireland; study abroad in El Salvador, Guatemala, Mexico, and Nicaragua.

**Language Proficiency:** Spanish (4); French (1)

**Research and training specialization:** Latin American Studies, Human Rights, Archival Practice, Digital Curation

### **Recent publications:**

Gilland, Julianne, Melissa Guy, and Theresa Polk. "Collections as Collaborators: Documenting and Facilitating Inclusion, Social Justice, and Cultural Agency at the Benson Latin American Collection." *Latin American Librarianship in the Twenty-first Century: Libraries, Collaborations and New Approaches* (forthcoming).

Polk, Theresa. "Archiving Human Rights Documentation: The Promise of the Post-Custodial Approach." *Portal: LLILAS Benson Annual Review* (2016).

Cofield, Melanie and Theresa Polk. "LLILAS Benson Launches Latin American Digital Initiatives Repository." *Memoria: Latin American and Caribbean Cultural Heritage Archives* (2016).

Polk, Theresa. "Gendered Violence, Gendered Impunity: Femicide & Impunity in 'Post-Conflict' Guatemala." Masters Dissertation, Trinity College Dublin (2010).

**National Outreach Contribution:** Development and curation of open access primary resources, consultation for curriculum development activities and outreach programming

## **MEGAN SCARBOROUGH**

GRANTS AND CONTRACTS SPECIALIST

**Education:** BA Latin American Studies, Concentration in Brazilian Studies, Honors, University of Texas at Austin, 1998

### **Academic experience:**

Research Grants Coordinator, Center for Social Work Research, UT Austin, 2006–2013

Public Affairs Specialist, LBJ School of Public Affairs, UT Austin, 2000–2006

Outreach Assistant, LLILAS, UT Austin, 1997–1998

**Overseas experience:** Study abroad, Universidade de São Paulo (USP), 1995; study abroad, Universidade Federal da Bahia (UFBA), 1996; Service work in El Salvador, 1993; personal travel to Brazil, Chile, Central America, and Mexico

**Language Proficiency:** Spanish (4), Portuguese (3)

**Research and training specialization:** Grants management; program evaluation; quantitative and qualitative research in social work, particularly with Latino immigrant populations

### **Recent publications:**

Scarborough, Megan, et al. "Views on Parent-Child Connectedness Among English- and Spanish-Speaking Parents of High-Risk Youth." *Journal of Family Social Work* 14,5 (2011): 407–28. Print.

**National Outreach Contribution:** Program coordination, oversight, planning, continuous evaluation, placement tracking and reporting

**CARLA SILVA-MUHAMMAD**  
GRADUATE PROGRAM COORDINATOR

**Education:** MA in International Studies, Concentration in Latin American Studies with Distinctions, Graduate Certificate in Human Rights, University of Connecticut, 2014

**Academic experience:**

High Education Administrator at UT-Austin, 2014-present

Lecturer at University of Connecticut, 2012-2014

Lecturer at Central Connecticut State University, 2008-2014

Lecturer at Yale University 2009-2012

Lecturer at University of Hartford, 2003-2008

Middle and high school teacher at Colégio Equipe Grau, Rio de Janeiro, Brazil, 1997-2002

**Overseas experience:** Native of Brazil; attended academic conferences in Brazil, Spain, Peru, Puerto Rico; seven years as Program Coordinator of Study Abroad and Instructor in Rio de Janeiro, Brazil; MA Field research in Rio de Janeiro, Brazil; personal travel to Mexico, Dominican Republic, Haiti, Canada, and Ireland.

**Language Proficiency:** Portuguese (Native/5), Spanish (2)

**Research and training specialization:** Academic research in human rights on police violence and indigenous rights; training in curriculum development, budget, events, and program management; student affairs; international institutional agreements.

**Recent Publications:** Silva-Muhammad, C. (2015). "Eliciting self-determination: The Kayapo mobilization through activism and global indigenous media." *Rapoport Center Human Rights Working Paper Series*. 2015. Rapoport Center for Human Rights and Justice.

**National Outreach Contribution:** LAS MA and PHD program coordination and student advising, FLAS program coordination

**AMBER SHAH**  
DEVELOPMENT OFFICE COORDINATOR

**Education:** BA in Sociology, University of Texas at Austin, 2012

**Academic experience:**

Development Associate, School of Information, UT Austin, 2011-2015

Student Caller, Annual Giving Program, UT Austin, 2010-2011

**Overseas experience:** Experience working in Mexico

**Language Proficiency:** Spanish (3)

**Research and training specialization:** Higher education fundraising, relationship development and management, event planning, program coordination, budget management, data analytics.

**National Outreach Contribution:** Alumni and constituent relations and engagement, placement tracking

## **SUSANNA SHARPE**

### COMMUNICATIONS COORDINATOR

**Education:** BA with honors in Latin American Studies and Spanish, Wesleyan University, 1984

**Academic experience:**

Communications Coordinator, LLILAS Benson, UT Austin, 2014–present

Administrator for Know Events, UT Austin, 2009–2014

Copyeditor, proofreader, editorial consultant, M.E. Sharpe, Inc., Publisher, Armonk, NY, 1988–2014

Freelance editor and translator, 1988–present

**Overseas experience:** Study abroad in Madrid (college), 1981; volunteer at Mexico City public health clinic, 1979; exchange student in Mexico City, 1978; student at Università per Stranieri, Perugia, Italy, summer 1982; personal travel to Brazil, Mexico, Italy, Spain, France, Germany, Belgium, Switzerland, Hungary, UK, and Canada

**Language Proficiency:** Spanish (5), Portuguese (5), Italian (2), Persian (1)

**Research and training specialization:** Twenty-five years' experience as a copyeditor of scholarly books in the social sciences and other areas; volunteer mentor and literacy tutor bilingual and Spanish monolingual elementary school children; interpreter (Spanish)

**National Outreach Contribution:** Development and production of content and design of print and online promotional materials for NRC and FLAS programs

## **RUTH SOGAS-PARAMIO**

### FINANCIAL ANALYST

**Education:** J.D., Universidad de Derecho, Zaragoza, Spain, 1999

**Academic experience:**

Accountant II, International Office, UT-Austin, 2012-2014

**Overseas experience:** Practice law in Spain, 2000-2005; Worked in personal banking at Barclays Bank, Spain, 2006-2012

**Language Proficiency:** Spanish (Native/5)

**National Outreach Contribution:** Financial analysis and management, accounting and administrative support

## **RYAN SULLIVANT**

LANGUAGE DATA CURATOR, AILLA

**Education:** PhD in Linguistics, University of Texas at Austin, 2015

**Academic experience:**

Linguistic research on Tataltepec Chatino in Oaxaca, Mexico, UT-Austin, 2008-2018

Instructor of Hispanic Linguistics, St. Edward's University, 2016

Instructor of Introduction to the study of language, UT-Austin, 2013

Short-Term Instructor, Linguistic Society of America Summer Linguistics Institute [with Hilaria Cruz], 2017

Short-term Instructor, Instituto de Investigaciones Antropológicas in Universidad Nacional Autónoma de México, 2016

**Overseas experience:** Study abroad Universidad Complutense de Madrid, Spain; Fieldwork in indigenous Chatino communities of Oaxaca, Mexico; Personal travel in Spain, Guatemala, Belize, Mexico, Puerto Rico; professional travel in Mexico

**Language Proficiency:** Spanish (5), Portuguese (3)

**Research and training specialization:** Linguistic documentation and description; Philological analysis of early modern documents in Indigenous Mexican languages; Grammatical research and analysis, with an emphasis on the indigenous Otomanguean languages of southern Mexico; Digital file management and archiving, with an emphasis on the multilingual and multimedia collections produced by language documentation researchers

**Recent Publications:**

San Gabriel Mixtepec Zapotec: A Coatecan language, *International Journal of American Linguistics*, In press (est. 2018/10)

Reintroducing Tejomulco Chatino, *International Journal of American Linguistics*, 2016

Language Documentation in two communities with high migration rates [with Stéphanie Villard], In *Language Documentation and Revitalization in Latin American Contexts*, Gabriela Pérez Báez, Chris Rodgers, and Jorge E. Rosés Labrada, eds, 2016

**National Outreach Contribution:** Consultation on content development for outreach activities, curriculum development, and LCTL promotion/dissemination

## **RACHEL E WINSTON**

BLACK DIASPORA ARCHIVIST

**Education:** MS in Information Studies, University of Texas at Austin, 2015

**Academic experience:** Coursework in the Black Diaspora in the Americas

**Overseas experience:** International experience working and researching Black Diaspora

**Language Proficiency:** Spanish (2), Portuguese (2)

**Research and training specialization:** Representations of the Black Diaspora within cultural institutions, archival outreach and activism, digital humanities, community archives, curating archive-based public exhibitions.

**Recent Publications:**

Winston, Rachel E. and Daina Ramey Berry. "Slavery and Freedom in Texas: Stories from the Courtroom, 1829-1871" Forthcoming book review for Texas State Historical Association.

Winston, Rachel E. "Do it for the Culture: My Life as an Archivist." In *In Our Own Voices Redux: The Changing Face of Librarianship*, eds. Theresa Y. McNeely and Jorge Ricardo Lopez-McKnight (Lanham, MD: Rowman & Littlefield), 49-55.

Winston, Rachel E. "Establishing History: the Black Diaspora Archive and the Texas Domestic Slave Trade Project." *Portal: LLILAS Benson Annual Review*. No. 12 (2016-2017), 17-19. [Available online.](#)

**National Outreach Contribution:** Support with content development for exhibits, outreach activities and curriculum development

## NEW POSITION DESCRIPTIONS

**Center for Open Educational Resources for Language Learning (COERLL) Program Coordinator:** The COERLL Program Coordinator serves as the key program staff member working with LLILAS Benson staff, faculty, and curriculum developers to develop online, open source beginner through advanced curriculum units for K'iche' Maya, Nahuatl, and Quechua. The Program Coordinator provides the online pedagogical framework, web hosting and oversight, and electronic dissemination of the completed materials. The Program Coordinator reports to the COERLL Director.

**Graduate Research Assistant (GRA) for Program Coordination:** The LLILAS Benson GRA for Program Coordination provides administrative support for implementation of the NRC and FLAS grants. The GRA assists with evaluation and activities, such as: data collection, entry, and cleaning; reporting; and communication with the external evaluator and project staff. The GRA reports to the LLILAS Benson Grants and Contracts Specialist.

**GRA for Outreach:** The LLILAS Benson GRA for Outreach provides support for the implementation of NRC outreach activities, including for: teacher trainings; curriculum development; and outreach to minority serving institutions, community colleges, colleges of education, and professional schools. The GRA will report to the LLILAS Benson Public Engagement/Outreach Coordinator.

**GRA for Digital Primary Resources:** The LLILAS Benson GRA for Digital Primary Resources will support design and implementation of the Benson digital primary resources project and other digital initiatives of the NRC. The GRA will report to the LLILAS Benson Digital Scholarship Coordinator and will work in direct collaboration with the UT College of Education faculty, staff and students working on the project.

**GRA for Indigenous Languages:** The LLILAS Benson GRAs for Indigenous Languages will support the Latin American indigenous language (LAL) Program Director, Latin American curriculum developers, and the COERLL Program Coordinator with design and development of online, open source indigenous language curriculum from beginner through advanced level. One GRA will assist with the finalization of K'iche' development in year 1; one GRA will assist with the development of Nahuatl curriculum in years 1-2; and one GRA will assist with Quechua development years 3-4. Each GRA will travel to Latin America to film short videos to enhance the online curriculum. All Indigenous Language GRAs will report to the LAL Program Director.





**LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS**  
**THE UNIVERSITY OF TEXAS AT AUSTIN**

**APPENDIX B. COURSE LIST**

B.1 LAS COURSES	_____	PAGE 2
B.2 LANGUAGE COURSES	_____	PAGE 17
B.3 FACULTY-LED STUDY ABROAD COURSES	_____	PAGE 29

## Appendix B.1 LAS Courses

Course	Title	Cross-listed Depts. and Courses	Professor	%	Credit Hours	Enrollment 2016-17		Term Offered 2016- 2017	Term Offered 2017- 2018	Term Offered 2018- 2019
						UG	G			
Latin American Studies (LAS)										
LAS 301	Key Ideas & Issues in Latin America	HIS 306N	Zazueta, M	100	3	30	0	F	F	F
LAS 310	Afro-Brazilian Diaspora	AFR 317E, C L 305	Afolabi, O	100	3	—	—	—	—	F
LAS 310	Drug History in the Americas	MAS 319, AMS 315	Vasquez, A	100	3	—	—	—	—	F
LAS 310	Film/History Latin America: Colonial	HIS 310M	Twinam, A	100	3	10	---	S	S	F
LAS 310	Film/History Latin America: Modern	HIS 310N	Twinam, A	100	3	67	---	S	S	F
LAS 310	Israel/Latin America/Jewish Diaspora	J S 311, MES 310	Grossman, J	75	3	—	—	—	S	S
LAS 310	Latin American Civ: Colonial Expansion	HIS 310K	Cañizares, J	100	3	77	0	S	S	S
LAS 310	Latin America and the US	HIS 306N	Frens-String, J	100	3	—	—	—	S	F
LAS 315	Aztecs and Spaniards	ANT 310L	Rodriguez, E	100	3	—	—	—	S	S
LAS 315	Intro Mesoamerican Archaeology	ANT 314C	Rodriguez, E	100	3	—	—	—	—	F
LAS 315	Intro to Jewish Latin America	ANT 310L, J S 311, R S 313	Weinreb, A	100	3	79	0	F	F	F

LAS 319	Geography of Latin America	GRG 319	Knapp, G	100	3	6	0	S	S	S
LAS 322	Black Freedom Movement	AMS 321, AFR 372C	Makalani, M	35	3	5	5	S	S	S
LAS 322	Hispanic Sports Culture	SPC 320C	Harney, M	75	3	—	—	—	S	S
LAS 322	Identity/Resolv Cultural Dilemma: Brazil/US	PRC 320E	Kelm, O	100	3	—	—	—	—	F
LAS 322	Indigenous Language Post-Colonial Latin America	SPC 320C, LIN 350	Romero, S	100	3	—	—	—	S	S
LAS 322	Indigenous Languages of Americas	ANT 320L, LIN 350	England, N	100	3	27	0	F	F	F
LAS 322	Journalism/Press Freedom Latin America	J 354F	Alves, R	100	3	0	7	S	S	S
LAS 322	Latino Migrations and Asylum	MAS 374	Mena, O; Vasquez, A	50	3	95	0	S	S	S
LAS 322	Measuring Racial Inequality	AFR 372F	Paixão	100	3	21	4	S	S	S
LAS 322	Racism/Inequality Latin America	—	Paixão	100	3	32	0	F	F	F
LAS 322	Reporting Latin America	J 347F, J 395	Alves, R	100	3	0	9	F	F	F
LAS 322	Spanish Health Care Professions	—	Cabello de Martinez	30	3	26	2	S	S	S
LAS 324L	Anthropology of Religion	R S 373, ANT 324L	Crosson, J	100	3	—	—	—	S	—
LAS 324L	Black Women/Transnational State	AFR 372F, WGS 340, ANT 324L	Smith, C	75	3	—	—	—	S	—

LAS 324L	Cultures in Contact	ANT 326L	Covey, R; Wilson, S	100	3	41	3	F/S	—	F
LAS 324L	Daily Life in Mesoamerica	ANT 324L	Rodriguez, E	100	3	—	—	—	—	F
LAS 324L	Global Indigenous Issues	ANT 324L	Canova, P	75	3	61	0	S	—	F
LAS 324L	Globalization in Latin America	ANT 324L	Canova, P	100	3	74	3	F	S	F/S
LAS 324L	Inca World	ANT 324L	Covey, R	100	3	—	—	—	S	—
LAS 324L	Jewish Cuba	ANT 325L, J S 365, R S 366	Weinreb, A	100	3	13	0	S	S	—
LAS 324L	Mexican American Indigenous Heritage	ANT 322M, MAS 374	Menchaca, M	100	3	—	—	—	—	F
LAS 324L	Mexican Immigration Cultural History	ANT 322M, MAS 374	Menchaca, M	50	3	20	0	S	S	S
LAS 325	Consumption in Latin America	SOC 321C	Fridman, D	100	3	35	0	S	—	F
LAS 325	Society of Modern Mexico	—	Ward, P	100	3	12	0	F	—	F
LAS 325	Social/Economic Inequality Brazil-Bra	—	Marteletto, L	100	3	8	0	S	—	—
LAS 326	Music of African Diaspora-Cuba	SPC 320C, MUS 334, AFR 374F	Moore, R	100	3	—	—	—	S	—
LAS 326	Music of African Diaspora	—	Wissler, H; Moore, R	60	3	13	0	S	—	S
LAS 326	Music of Latin America	MUS 334, AFR 374F, MUS 380	Moore, R	100	3	32	3	F	S	—
LAS 326	Music of Mexico & Caribbean	MUS 380, MUS 334, AFR 374F	Moore, R	100	3	—	—	—	—	F

LAS 327	Apertures: Film & Photo Mexico	—	Flaherty, G	100	3	20	0	S	—	—
LAS 327	Art Cinemas of the Americas	ARH 361	Flaherty, G	100	3	—	—	—	S	S
LAS 327	Art/Archaeology of Ancient Peru	ANT 324L	Runggaldier, A	100	3	—	—	—	—	F
LAS 327	Contemporary Latin American Art	ARH 341P	Nelson, A	100	3	49	0	S	S	—
LAS 327	Contemporary Mexican Art	—	Flaherty, G	100	3	35	0	F	—	—
LAS 327	Issues Exhibit/Collection Visual Arts	ARH 322	Runggaldier, A	100	3	—	—	—	—	F
LAS 327	Maya Art and Architecture	—	Stuart, D	100	3	48	0	F	—	—
LAS 327	Mesoamerican Art & Culture	—	Guernsey, J	100	3	14	0	S	—	—
LAS 327	Modern Art of Mexico	ARH 341K	Flaherty, G	100	3	—	—	—	—	F
LAS 327	Other Modernities Latin Amer Art	—	Nelson, A	100	3	—	—	—	—	F
LAS 328	Afro-Luso-Brazilian Worlds	AFR 374, PRC 320E	Afolabi, O	100	3	0	17	F	—	—
LAS 328	Arts in a Global World	F A 371, T D 387D	Bianchi Geisse, C	30	3	—	—	—	S	S
LAS 328	Cuba in Question-Cuba	—	Salgado, C	100	3	18	0	S	S	S
LAS 328	Global Brazil: Immigration/Diaspora	—	Roncador, S	100	3	17	0	F	F	F
LAS 328	Imagining the Amazon	—	Carey-Webb, J	100	3	26	0	S	S	S
LAS 328	Islamic Spain to Latin America	—	Reed, C	100	3	18	0	S	—	—
LAS 328	Latin American Short Story: 1910-2010	—	Polit, G	100	3	44	0	F	—	—

LAS 328	Latino Caribbean Culture/Diaspora in US	C L 323, SPC 320C	Salgado, C	100	3	—	—	—	—	F
LAS 328	Mexican Architecture: Pre-Columbian-Contemporary	ARC 342C, ARC 395C	Miro, J	100	3	11	3	F	—	F
LAS 328	Practicing Arts in Global World	—	Bianchi Geisse, C	35	3	13	0	S	—	—
LAS 328	Race/Visual Culture Latin America	PRC 320E	Moore, L	100	3	—	—	—	S	—
LAS 328	Spectacular Brazil	PRC 320E	Borge, J	100	3	—	—	—	S	—
LAS 328	Transnational Latinx Pop Culture	MAS 374, AFR 372E	Gutierrez, L	40	3	—	—	—	—	F
LAS 330	Environmental Hazards Latin America/Caribbean	GRG 334C	Ramos, C	100	3	5	1	S	S	—
LAS 330	Global Food, Farming, & Hunger	GRG 344K	Torres, R	50	3	—	—	—	—	F
LAS 330	Landscapes of Mexico & Caribbean America	GRG 341K	Doolittle, W	100	3	21	16	F	—	F
LAS 330	Mapping Latin America	HIS 363K, GRG 356T	Del Castillo, L	100	3	18	2	S	S	S
LAS 330	Vulnerability to Natural Hazards	—	Ramos, C	100	3	—	—	—	—	S
LAS 330	Water Res: Latin America/Caribbean	GRG 356	Ramos, C	100	3	69	0	F	—	F
LAS 337M	From Ferguson to the Favelas	AFR 374E, GOV 370K	Hooker, J	100	3	20	0	F	—	—
LAS 337M	International Politics Latin America	GOV 337M	Weyland, K	100	3	—	—	—	S	S
LAS 337M	Intro to Latin American Government & Politics	GOV 328L	Madrid, R	100	3	46	0	F	—	F

LAS 337M	Issues in Third-World Development	GOV 365N	Elkins, Z	40	3	—	—	—	—	F
LAS 337M	Latino Politics	GOV 370K, MAS 374	Leal, D	50	3	68	0	F	—	F
LAS 337M	Law & Democracy Latin America	—	Brinks, D	100	3	15	0	S	—	—
LAS 337M	Mexico: Violence/Politics/Rule of Law	—	Dizard, J	100	3	—	—	—	—	F
LAS 337M	Politics/Economy/Society Cont Brazil	—	Hunter, W	100	3	29	1	S	—	—
LAS 337M	Politics of Development in Latin America	GOV 337M	Madrid, R	100	3	—	—	—	S	S
LAS 337M	Politics of Mexico	GOV 337M	Greene, K	100	3	30	0	S	S	S
LAS 366	20th-Century Rural Latin America	HIS 346V	Butler, M	100	3	57	0	S	S	S
LAS 366	Argentina: Populism/Insurrection	HIS 363K	Brown, J	100	3	—	—	—	S	—
LAS 366	Chile: Revolution to Counterrevolution	HIS 350L	Frens-String, J	100	3	—	—	—	S	S
LAS 366	Church & State in Latin America	HIS 346W, R S 368	Butler, M	100	3	50	0	F	S	S
LAS 366	Colonial Latin America through Objects	HIS 346J	Cañizares, J	100	3	0	11	F	—	F
LAS 366	Colonial Latin America	—	Twinam, A	100	3	25	2	F	—	—
LAS 366	Cuban Revolution & the US	HIS 346T	Brown, J	100	3	19	0	S	S	—
LAS 366	Cultural Citizenship US & Latin America	HIS 363K	Del Castillo, L	100	3	—	—	—	S	—

LAS 366	Debt/Colonialism Caribbean	AFR 374E, AMS 321, HIS 363K	Jimenez, M	100	3	—	—	—	S	—
LAS 366	Dictatorship/Dirty War/Democracy in Latin America	HIS 350L	Garfield, S	100	3	—	—	—	S	—
LAS 366	Latin America in the 19th-Century	HIS 350L	Del Castillo, L	100	3	32	0	F	—	F
LAS 366	Latin America in the Sixties	HIS 363K	Zazueta, M	100	3	—	—	—	—	F
LAS 366	Life/Politics Contemporary Mexico	—	Zazueta, M	100	3	20	0	F	—	—
LAS 366	Modern Latin America	HIS 346L	Del Castillo, L	100	3	39	0	F	—	F
LAS 366	Politics of Food in Latin America	HIS 363K	Zazueta, M	100	3	101	1	S/Su	S	S
LAS 366	Race against Empire: Americas	AFR 374E, HIS 366N	Jimenez, M	100	3	—	—	—	—	F
LAS 366	Race/Rebellion/Revolution Caribbean	AFR 374E, HIS 363K	Burrowes, N	100	3	—	—	—	S	—
LAS 366	Race/Rights Latin America	AFR 374E, AMS 321, HIS 363K	Jimenez, M	100	3	—	—	—	S	—
LAS 366	Rethinking Conquest Mexico	HIS 350L	Deans-Smith, S	100	3	—	—	—	S	F
LAS 366	Revolution in Modern Latin America	HIS 346R	Frens-String, J	100	3	—	—	—	—	F
LAS 366	Sexuality/Gender in Latin America	HIS 363K, WGS 340	Zazueta, M	100	3	—	—	—	—	F
LAS 366	Urban Slavery in the Americas	HIS 350L, AMS 370, AFR 374E	Cañizares, J	100	3	—	—	—	—	F
LAS 366	Visual/Material Culture: Colonial Latin America	—	Deans-Smith, S	100	3	19	0	S	—	—



LAS 370P	Brazilian Film and Culture	POR 350F	Borge, J; Roncador, S	100	3	22	0	S	—	F
LAS 370P	Intro to Literature & Cultures	POR 328C	Roncador, S	80	3	—	—	—	—	F
LAS 370P	Literature/Media in Contemporary Brazil	POR 375	Flanzer, V	100	3	—	—	—	S	—
LAS 370S	Children's Literature: Spain/Latin America	—	Cabello de Martinez	100	3	18	2	S	—	—
LAS 370S	Cultural Contact Colonial Spanish America	SPN 355	McDonough, K	100	3	—	—	—	S	—
LAS 370S	East/West/New World Encounters	—	Salgado, C	80	3	61	0	F	—	—
LAS 370S	Fantastic Fiction of Latin America	SPN 355	Lindstrom, N	100	3	—	—	—	S	—
LAS 370S	From El Che to Evita	SPN 355	Carcamo-Huechante	100	3	—	—	—	S	—
LAS 370S	Gender/Mod in Mexican Literature and Culture	SPN 355	Dominguez-Ruvalcaba	100	3	—	—	—	—	F
LAS 370S	Hip Hop Culture in Latin America	—	Dominguez-Ruvalcaba	100	3	—	—	—	—	F
LAS 370S	Indigenous Resurgence	SPN 356	Carcamo-Huechante	100	3	16	0	F	—	F
LAS 370S	Intro to Literatures/Cultures	SPN 328C	Argueta Lopez, A; McDonough, K; Lindstrom, N; Perez, J; Reed, C; Salgado, C; Staig Limidoro, J;	80	3	74	42	F/S/Su	S/Su	F

Sutherland-Meier										
LAS 370S	Jewish Voices from Latin America	SPN 355	Lindstrom, N	100	3	—	—	—	—	F
LAS 370S	Love in Times of Guns	—	Polit, G	100	3	5	0	S	—	—
LAS 370S	Revolution Imagination Latin American Culture	SPN 355	Polit, G	100	3	—	—	—	S	—
LAS 370S	Violence in Contemporary Mexican Culture	—	Dominguez-Ruvalcaba	100	3	9	0	S	—	—
LAS 378	Capstone Latin American Studies	—	Zazueta, M	100	3	25	0	S	S	S
LAS 379	Conference Course in Latin American Studies	—	—	100	3	18	13	F/S/Su	—	F
LAS 381	Amazon: Indigenous/Black Struggles	P A 388K	Santos, A	100	3	—	—	—	S	—
LAS 381	Avant-Garde Forms in Latin America	ARH 381	Nelson, A	100	3	—	—	—	S	—
LAS 381	Borderlands/Mexican Landscapes	ARC 388R, MAS 392	Lopez, S	100	3	—	—	—	S	S
LAS 381	China/The Developing World	ANS 391, P A 388K	Eisenman, J	30	3	—	—	—	—	F
LAS 381	Colonialism/Postcolonialism	—	McDonough, K	100	3	12	0	S	—	—
LAS 381	Critical/Digital Archives	ILA 387	McDonough, K	100	3	—	—	—	—	F
LAS 381	Cuba and Latin America Imagination	—	Flaherty, G	100	3	0	5	S	—	—
LAS 381	Development Markets & Society Latin America	SOC 396P	Fridman, D	100	3	0	7	S	S	S

LAS 381	Documentary Tradition in Latin America	J 340J, J 395, LAS 322, J 393	DeCesare, D	100	3	0	3	S	—	F
LAS 381	Dominican Republic Planning Studio	CRP 395C	Sletto, B	100	3	0	40	F	—	F
LAS 381	Dominican Republic Practicum	CRP 395D	Sletto, B	100	3	10	4	S	S	S
LAS 381	Education in International Context	SOC 389K	Marteletto, L	75	3	—	—	—	—	F
LAS 381	Ethnic Race Relation Latin America	AFR 380P, P A 388K	Paixão, M	100	3	—	—	—	S	S
LAS 381	Gender/Politics/Society Latin America	P A 388K, WGS 393	Rodriguez Ward, V	100	3	—	—	—	S	—
LAS 381	Gender in Study of Latin American Literature	WGS 393	Lindstrom, N	100	3	—	—	—	—	F
LAS 381	Geography of Commodities in Latin America	GRG 396T	Bustos, B	100	3	—	—	—	—	F
LAS 381	Global Media	—	Straubhaar, J	75	3	3	0	F	—	—
LAS 381	Hispanicization Indigenous Lang Lat	—	Romero, S	100	3	0	9	F	—	—
LAS 381	Housing Practice/Public Policy Latin America	—	Ward, P	100	3	0	9	S	—	—
LAS 381	Human Rights in Latin America	—	Dulitzky, A	100	3	—	—	—	—	F
LAS 381	Infrastructure US-Mexico Border	—	Alvarez, C	75	3	0	6	F	—	—
LAS 381	International Migration	MAS 392, SOC 389K	Rodriguez, N	50	3	0	10	F	—	F
LAS 381	Invisible Global Market	MKT 382, ADV 391K, ANS 391,	Mahajan, V	40	3	0	8	S	S	S

MES 384, P A  
388K

LAS 381	Latin American Media	RTF 387F, RTF 359, LAS 322	Straubhaar, J	100	3	2	14	S	—	F
LAS 381	NGO's in Developing World	SOC 396L, P A 388K, S W 395K	Alves, R	35	3	0	11	F	—	F
LAS 381	Palenque/Art of Ancient Maya	—	Stuart, D	100	3	20	8	S	—	—
LAS 381	Performance, Fems & Body in Americas	MAS 392, WGS 393	Gutierrez, L	100	3	—	—	—	—	F
LAS 381	Qual Research Methods for Development	P A 397C	Morrison, J	50	3	—	—	—	S	—
LAS 381	Qualitative Methods for Social Science	SOC 387L, P A 397C, GRG 396T	Ward, P	50	3	0	12	F	—	F
LAS 381	Race and Gender: By Design	ARC 327R, ARC 386M, WGS 340, WGS 393	Lewis, C	60	3	—	—	—	S	F
LAS 381	Race Visual Culture Brazil	—	Moore, L	100	3	—	—	—	—	F
LAS 381	Race/Ethnicity Latin America	—	Paixão	100	3	0	23	F	—	—
LAS 381	Race/Religion in Americas	R S 392T, HIS 389	Graber, J	100	3	—	—	—	—	F
LAS 381	Rio Favela/Imaginary Brazil	—	Pinheiro De Freire	100	3	23	0	F	—	—
LAS 381	Seminar: Trade/Investment-Latin America	—	Hansen, P	100	3	1	6	S	—	—

LAS 382	Conference Course in Latin American Studies	—	—	100	3	18	13	F/S/Su	Su	F/S
LAS 384	Proseminar: Current Issues in Latin America	—	Smith, C	100	3	0	14	F	F	F
LAS 384L	Afro Latin American Political Thought	—	Hooker, J	100	3	0	24	S	—	—
LAS 384L	Analytical Issues in Latin American Politics	GOV 390L	Hunter, W	100	3	0	14	S	S	S
LAS 384L	Military in Politics	GOV 390L, MES 384	Barany, Z	35	3	—	—	—	—	F
LAS 386	Approaches to Study Religion in Latin America	HIS 386K, R S 391L	Burnett, V	100	3	0	8	S	—	—
LAS 386	Atlantic History	—	Cañizares, J	100	3	8	0	S	—	—
LAS 386	Cold War in Latin America	—	Brown, J	100	3	0	14	F	—	—
LAS 386	Guatemala History Natl Police Arch	—	Garrard, V	100	3	—	—	—	—	S
LAS 386	Historiography of 20th Century Latin America	HIS 386K	Garfield, S	100	3	—	—	—	S	—
LAS 386	Imperial Formations	HIS 386K	Deans-Smith, S	100	3	—	—	—	—	F
LAS 386	Introduction to Environmental	HIS 381	Raby, M	100	3	—	—	—	—	F
LAS 386	Latin American Colonial History	HIS 386L	Twinam, A	100	3	0	5	F	S	F/S
LAS 386	Mexico: Reform to Revolution	HIS 386L	Butler, M	100	3	—	—	—	—	F
LAS 386	Modern Central America: Digital Archives	HIS 386L	Garrard, V	100	3	—	—	—	S	—

LAS 386	New Approaches: Atlantic Worlds	HIS 383M, R S 392T	Cañizares, J	100	3	—	—	—	S	—
LAS 386	Postcolonial Brazil	—	Garfield, S	100	3	0	6	F	—	—
LAS 386	Territory/Nation-State Formation Latin America	—	Del Castillo, L	100	3	—	—	—	—	S
LAS 386	The Inter-American Cold War	HIS 386K	Brown, J	100	3	—	—	—	—	F
LAS 388	Gender and Migration	GRG 396T, WGS 393	Torres, R	100	3	—	—	—	—	F
LAS 388	Latin American Cultures, Environment & Development	GRG 395D	Knapp, G	100	3	0	12	F	—	F
LAS 388	Migratory Urbanism	ARC 386M, CRP 388, AMS 391	Lopez, S	35	3	—	—	—	—	F
LAS 391	American Immigrant Cultural Experiences	ANT 389K, MAS 392	Menchaca, M	60	3	—	—	—	S	S
LAS 391	Archaeology/Ethn Contact Period Latin America	ANT 380K	Covey, R	100	3	—	—	—	—	F
LAS 391	Epistemology of Decolonization/Identity/Power	—	Hernandez, R	100	3	0	7	F	—	—
LAS 391	Ethnography: Critical Perspective	ANT 391	Canova, P	75	3	—	—	—	—	F
LAS 391	Gender in Latin America: Context Issues	ANT 391, WGS 393	Canova, P	100	3	0	14	S	—	—
LAS 391	Indigenous Peoples Neoliberalism and State	ANT 391	Canova, P	100	3	—	—	—	S	S

LAS 391	Neoliberalism, Indigenous Peoples/State	—	Canova, P	100	3	0	10	F	—	—
LAS 391	Non-Human Agency	R S 383C, ANT 391	Crosson, J	60	3	—	—	—	—	F
LAS 391	Oral Traditions and History	—	Menchaca, M	35	3	0	5	S	—	F
LAS 391	Performance, Race, Violence, Body	ANT 391, AFR 387D, WGS 393	Smith, C	100	3	—	—	—	S	—
LAS 392P	Brazilian Cultural Theory	ILA 388	Moore, L	100	3	—	—	—	—	F
LAS 392P	Brazilian Urban Studies	ILA 388	Moore, L	100	3	—	—	—	S	—
LAS 392S	Contemporary Debate in Latin America	ILA 387	Dominguez-Ruvalcaba	100	3	—	—	—	S	—
LAS 392S	Fictions of the Real	ILA 387	Polit, G	100	3	—	—	—	—	F
LAS 392S	Literature/Archiv Fash in Caribbean	ILA 387, C L 382	Salgado, C	100	3	—	—	—	S	—
LAS 392S	Origenes in Context	—	Salgado, C	100	3	0	13	S	—	—
LAS 392S	Utopia/Apocalypse: Latin America Neoliberal Era	—	Dominguez-Ruvalcaba	100	3	0	5	S	—	—
LAS 392S	Violence in Conquest Narrative	ILA 387	Harney, M	100	3	—	—	—	—	F
LAS 397R	Secondary Report	—	—	100	3	—	—	—	—	F
LAS 398R	Master's Report	—	—	100	3	—	—	—	Su	F/S
LAS 399R/W	Dissertation	—	—	100	3	0	42	F/S	Su	F/S
LAS 679HA	Honors Tutorial Course	—	—	100	6	0	1	F	—	F

LAS 679HB	Honors Tutorial Course	—	—	100	6	0	1	F	—	F
LAS 698A	Thesis	—	—	100	6	16	7	F/S	Su	F/S
LAS 698B	Thesis	—	—	100	6	16	7	S/Su	Su	F/S
LAS 699R/W	Dissertation	—	—	100	6	0	42	—	Su	F/S
LAS 999R/W	Dissertation	—	—	100	9	0	42	F/S	Su	F/S
LAS F328	Queer Brazil in Pop Culture	—	Nicholus, S	100	3	0	20	Su	—	—
LAS F337M	Politics of New Democracies	REE F335, GOV F365N	Goodnow, R	100	3	0	7	Su	—	—
LAS F366	Mexican Revolution, 1910-20	HIS F352L	Butler, M	100	3	90	0	F/Su	Su	F
LAS F381	Comparative Higher Education	EDA F391C, WGS F393	Somers, P	100	3	23	0	Su	—	—
LAS F381	Latin American Landscapes	ARC F327R, ARC F386M, CRP F384, LAR F388, ARC 350R	Diaz Montemayor, G	100	3	2	30	S	Su	—
LAS S310	Sex/Revolution Modern Latin America	HIS S306N, WGS S301	O'Brien, E	100	3	—	—	—	Su	—
LAS S324L	Civilization of the Maya	—	Valdez, F	100	3	20	6	Su	—	—
LAS S355	Development Problems/Politics in Latin America	ECO S355, URB S351, URB S351	Ibarra, A	100	3	34	0	Su	Su	—
UGS 303	Digital Language Archives and You. Dying Languages: What World Linguistic Diversity Means for Us!	—	Woodbury, A	100	3	102	4	S	—	—



UGS 303	Mayan Language Resources at the Archive of the Indigenous Languages of Latin America. Mayan Languages across Time and Space.	—	England, N	100	3	115	0	S	—	—
PRC 320E	Id/Resolv Cul Dilemma: Brazil/US	LAS 322	Kelm, O	2	3	---	---	---	---	F
PRC 320E	Modern Brazil	LAS 328	Moore, L	1	3	---	---	---	F	---
PRC 320E	Race/Visual Culture Latin America	LAS 328	Moore, L	2	3	---	---	---	S	---
PRC 320E	Spectacular Brazil	LAS 328	Borge, J	2	3	---	---	---	S	---
SPC 320C	Hispanic Sports Culture	LAS 322	Harney, M	2	3	---	---	---	S	---
SPC 320C	Indigenous Language Post-Colonial Latin America	LAS 322, LIN 350	Romero, S	2	3	---	---	---	S	---
SPC 320C	K'Ich'ee' Peoples: Culture/History/Language	LAS 328	Romero, S	1	3	---	---	---	F	---
SPC 320C	Latino Caribbean Culture/Diaspora in US	C L 323, LAS 328	Salgado, C	1	3	---	---	---	---	F
SPC 320C	Music of African Diaspora-Cuba	MUS 334, AFR 374F, LAS 326	Moore, R	2	3	---	---	---	S	---
SPC 604	Gringomania: US in Latin America	---	Borge, J	1	6	---	---	---	---	S

## Appendix B.2 Language Courses

Course	Title	Cross-listed Depts. and Courses	Professor	Sections per Academic Year	Credit Hours	Enrollment 2016-17		Term Offered 2016- 2017	Term Offered 2017- 2018	Term Offered 2018- 2019
						UG	G			
<b>ILA 386</b>	<b>Hispanicization Indigenous Language Latin Am</b>	---	<b>Romero, S</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>F</b>	---	---
<b>ILA 387</b>	Literature/Culture/Performance in Global Times	---	Arroyo Martinez, J	1	3	0	14	F	F	---
<b>ILA 387</b>	Love in the Times of Guns	---	Polit, G	1	3	0	10	F	F	---
<b>ILA 387</b>	Origenes in Context	CL 386, LAS 392S	Salgado, C	1	3	0	5	S	S	---
<b>ILA 387</b>	Poetics of the Caribbean	---	Rodriguez, E	1	3	0	7	F	F	---
<b>ILA 387</b>	Transnational Legacies	---	Reed, C	1	3	---	---	S	S	S
<b>ILA 387</b>	Transnational Quijote	CL 382	Reed, C	2	3	0	11	F	---	---
<b>ILA 387</b>	Utopia/Apocalypse: Latin American Neoliberal Era	LAS 392S	Dominguez- Ruvalcaba	1	3	0	10	S	---	---
<b>ILA 387</b>	Violence in Conquest Narrative	LAS 392S	Harney, M	1	3	---	---	---	---	F
<b>ILA 388</b>	Race/Servitude in Brazil	---	Roncador, S	1	3	0	5	S	---	---
<b>ILA 388</b>	Rio Favela/Imaginary Brazil	LAS 381	Pinheiro De Frei, Bia	1	3	0	6	F	---	---
<b>ILA 394</b>	Supervised Preparation of the Qualifying Paper	---	Various	1	3	0	13	F/S	F/S	F/S

<b>ILA 395</b>	Supervised Preparation of Dissertation Fields	---	Various	2	3	0	12	F/S/Su	F/S/Su	F/S/Su
<b>ILA 396</b>	Supervised Preparation of Dissertation Proposal	---	Various	2	3	0	12	F/S/Su	F/S/Su	F/S/Su
<b>ILA 398R</b>	Master's Report	SPN 398R, POR 398R	Various	3	3	0	5	S/Su	Su	F/S
<b>ILA 398T</b>	Supervised Teaching in Spanish & Portuguese	---	Murphy, Flanzer	1	3	0	26	F/S	F/S	F/S
<b>ILA 380</b>	Intro Theory & Research of Literature/Culture	---	Polit, G; Harney, M	1	3	0	7	F	F	F
<b>ILA 381</b>	Intro Theory & Research of Ling	---	Romero, S; Toribio, A	1	3	0	6	F	F	F
<b>ILA 385T</b>	Teaching Practicum	---	Murphy	1	3	0	4	F	F	F
<b>ILA 386</b>	Heritage Language Speakers/Learners	---	Koike, D	1	3	0	9	S	---	---
<b>ILA 699W</b>	Dissertation	ILA 399W, ILA 999R/W, SPN 399R/W, SPN 699R/W, SPN 999R/W, POR 399R/W, POR 699R/W, POR 999R/W	Various	18	3/6/9	0	47	F/S/Su	F/S/Su	F/S/Su
<b>ILA W385L</b>	Conference Course in Hispanic Literature & Ling	---	Toribio	5	3	22	8	Su	---	---
<b>LAL 385K</b>	Intensive K'iche' I	---	Romero, S	---	---	---	---	F	F	F

<b>LAL 385K</b>	Intensive K'iche' II	---	Romero, S	---	---	---	---	S	S	S
<b>LAL 385K</b>	Intensive Nahuatl I	---	Cruz de la Cruz, S	4	6	6	2	F/S	---	F/S
<b>LAL 385K</b>	Intensive Nahuatl II	---	Cruz de la Cruz, S	3	6	3	1	F/S	---	---
<b>LAL 601C</b>	Intensive K'iche' I	---	Tahay Gomez, M	---	---	---	---	F	F	F
<b>LAL 601C</b>	Intensive Nahuatl I	---	Cruz de la Cruz, S	4	6	6	2	F/S	---	---
<b>LAL 611C</b>	Intensive Nahuatl II	---	Romero, S	3	6	3	1	F/S	---	---
<b>POR 322L</b>	Conference Course in Luso-Brazilian Literature	---	Leu	1	3	0	5	F	F	F
<b>POR 327C</b>	Adv Grammar/Writing in Context	---	Kelm, O	1	3	5	0	S	S	S
<b>POR 328C</b>	Intro to Literature & Culture	LAS 370P	Roncador, S	2	3	12	4	F	F	F
<b>POR 330L</b>	Intro Language & Linguistics in Society	---	Kelm, O	2	3	72	1	S	F/S	F
<b>POR 348</b>	Race and Slavery in Brazil	LAS 370P	Roncador, S	1	3	---	---	---	F	---
<b>POR 350F</b>	Brazilian Film and Culture	LAS 370P	Roncador, S	1	3	8	0	S	---	F
<b>POR 375</b>	Immigration/Diaspora Brazil Culture	---	Roncador, S	1	3	23	F	F	F	F
<b>POR 396K</b>	Intro to Romance Linguistics	FR 396K, ITL 396K, LIN 383, SPN 396K	Russi, C	1	3	---	---	---	---	F
<b>POR 601D</b>	First-Year Portuguese I	---	Marchi, A	17	6	29	4	F/S	F/S	F/S
<b>POR 610D</b>	First-Year Portuguese II	---	Iannone, C	2	6	18	1	F/S	F/S	F/S

<b>POR 610S</b>	Portuguese for Spanish Speaker I	---	Alcorn, S	2	6	30	5	F/S	F/S	F/S
<b>POR 611D</b>	Second-Year Portuguese	---	Cordeiro, C	2	6	20	0	F/S	F/S	F/S
<b>POR 611S</b>	Portuguese for Spanish Speaker II	---	Flanzer, V	2	6	24	1	F/S	F/S	F/S
<b>POR 698A/B</b>	Thesis	---	Various	6	6	F/S	F/S	F/S	F/S	F/S
<b>SPN 301</b>	Spanish for Graduate Students in Other Departments	---	Dunlap, C	1	3	0	7	F	---	F
<b>SPN 327C</b>	Advanced Grammar & Writing in Context	ILA F327C	Bernal Heredia, S; Cossio Sanchez, M; Gomez-Vazquez, D; Johnson, J; Lindstrom, N; Manning, S; Montesinos, D; Polit, G; Porto, L; Ramirez, S; Whitehead, S	13	3	282	3	F/S/Su	F/S/Su	F/S/Su
<b>SPN 327N</b>	Academic Writing Heritage Speakers	---	Meiners, J; Gomez-Vazquez, D; Echavarria, M	5	3	---	---	---	F/S	F/S
<b>SPN 327W</b>	Adv Grammar and Composition II	ILA F327W	Johnson, J; Manning, S; Dunlap, C	3	3	42	0	F/S	F/S/Su	F/S/Su
<b>SPN 328C</b>	Intro to Literatures/Cultures	LAS 370S	Argueta Lopez, A; Dominguez-Ruvalcaba; Lindstrom, N;	11	3	255	0	F/S/Su	F/S/Su	F/S/Su

			Manning, S; McDonough, K; Perez, J; Polit, G; Porto, L; Reed, C; Salgado, C; Sutherland-Meier							
<b>SPN 330L</b>	Intro Language and Ling in Society	---	Dunlap, C; Gomez-Vazquez, D; Kelm, O; Koike, D; Nishida, C	9	3	197	45	F/S/Su	F/S/Su	F/S/Su
<b>SPN 346</b>	Sounds and Intonation	---	Ogando Lavin, G; Sessarego, S	2	3	18	---	F	S	F/S
<b>SPN 348C</b>	Svc Lrng/Research in Spanish	---	Johnson, J	1	3	---	---	---	S	---
<b>SPN 350K</b>	Cuban Revolution	---	Salgado; Perez	2	3	17	S	S	S	S
<b>SPN 350K</b>	Film/Music in Latin America	LAS 370S	Borge, J	2	3	63	0	F	---	---
<b>SPN 350K</b>	Gender Issues Contemporary Latin America Cinema	---	Dominguez-Ruvalcaba	1	3	---	---	---	---	S
<b>SPN 350K</b>	Latin American Film and Culture	LAS 370S	Borge, J	1	3	---	---	---	F	---
<b>SPN 350K</b>	Literature and Media in Caribbean	LAS 328	Salgado, C	2	3	9	1	S	---	---
<b>SPN 350K</b>	Screening Spanish National Identity	---	Perez, J	2	3	20	0	S	---	---
<b>SPN 351</b>	Don Quijote & Early Modern World	---	Reed, C	1	3	---	---	---	F	F
<b>SPN 352</b>	Children's Literature: Spain/Latin America	LAS 370S	Cabello De Martinez	1	3	23	0	S	---	---

<b>SPN 353</b>	Sociolinguistics	---	Dunlap, C; Koike, D; Romero, S	2	3	22	0	S	F/S	F/S
<b>SPN 355</b>	Body Politics Latin American Poetry	---	Dominguez- Ruvalcaba	1	3	---	---	---	---	S
<b>SPN 355</b>	Cultural Contact Colonial Spanish America	LAS 370S	McDonough, K	1	3	---	---	---	S	---
<b>SPN 355</b>	East/West/New World Encounters	LAS 370S	Salgado, C	1	3	16	0	F	---	---
<b>SPN 355</b>	Fantastic Fiction Latin America	LAS 370S	Lindstrom, N	1	3	---	---	---	S	---
<b>SPN 355</b>	From El Che to Evita	LAS 370S	Carcamo- Huechante	1	3	---	---	---	S	S
<b>SPN 355</b>	Gender/Modernity in Mexican Literature and Culture	LAS 370S	Dominguez- Ruvalcaba	1	3	---	---	---	---	F
<b>SPN 355</b>	Hip Hop Culture in Latin America	LAS 370S	Dominguez- Ruvalcaba	1	3	---	---	---	F	F
<b>SPN 355</b>	Jewish Voices from Latin America	LAS 370S	Lindstrom, N	1	3	---	---	---	---	F
<b>SPN 355</b>	Love in Times of Guns	LAS 370S	Polit, G	1	3	---	10	S	S	S
<b>SPN 355</b>	Revolution Imagination Latin American Culture	LAS 370S	Porto, L	1	3	---	---	---	S	S
<b>SPN 355</b>	Violence in Contemporary Mexican Culture	LAS 370S, WGS 340	Dominguez- Ruvalcaba	1	3	25	0	S	S	S
<b>SPN 356</b>	Indigenous Resurgence	LAS 370S	Carcamo- Huechante	1	3	11	0	F	F	F

<b>SPN 356</b>	Indigenous Voices Latin American Literature	LAS 370S	McDonough, K	1	3	---	---	---	F	---
<b>SPN 357</b>	Hispanic Proverbs	---	Harney, M	1	3	9	0	S	---	---
<b>SPN 357</b>	Reformer/Revolution/Romantics	---	Sutherland-Meier	1	3	---	---	---	---	F
<b>SPN 357</b>	Spain in 18th Century	---	Sutherland-Meier	2	3	37	0	F	---	---
<b>SPN 357</b>	Spanish Translation	---	Harney, M	1	3	---	---	---	F	F
<b>SPN 359</b>	US Latino Literature & Cultures in Ctx	---	---	1	3	---	---	---	---	F
<b>SPN 364L</b>	Ling and the Spanish Learner	---	Koike, D	2	3	36	0	F	---	F
<b>SPN 367P</b>	Business in Hispanic Life/Culture	---	Kelm	1	3	---	---	---	---	S
<b>SPN 367P</b>	Business in Hispanic Life/Culture Portuguese	LAS 322	Kelm, O	2	3	---	---	---	---	F
<b>SPN 367P</b>	Spanish Health Care Professions	LAS 322	Cabello De Martinez; Postigo Olsson, P	4	3	14	0	S	---	F/S
<b>SPN 367T</b>	Adv Oral/Writing Expression Teachers	---	Koike, D	1	3	9	0	F	S	F
<b>SPN 368C</b>	Bilingualism	---	Toribio, A	1	3	20	0	F	---	F
<b>SPN 368C</b>	Contact Spanish in the US	---	Toribio, A	1	3	---	---	---	---	F
<b>SPN 368S</b>	Tense/Mood/Aspect	---	Murphy, M	1	3	---	---	---	---	S
<b>SPN 377H</b>	Honors Tutorial Course	---	Various	1	3	---	---	---	---	S



<b>SPN 379C</b>	Capstone Seminar in Literature & Culture	---	Dominguez-Ruvalcaba; Harney, M; Polit, G; Reed, C	4	3	57	0	F/S	F/S	F/S
<b>SPN 601D</b>	First-Year Spanish I	AFR 381, LAS 381, ILA 387, ILA 389, WGS 393	Argueta Lopez, A; Bernal Heredia, S; Boria Gonzalez, L; Burns, K; Cabello De Martine; Carty, K; Cravens, M; Dunlap, C; Elguera Olortegui; Emilfork Diaz, N; Fernandez, L; Garcia-Pina, T; Guzman, D; Hernandez, D; Larrondo, N; Madariaga, M; Mendez Aguirre, K; Morrison, R; Nevarez, I; Nourry, D; Ocasio Vega, M; Ortiz Baco, J; Pereira, A; Perez Cejudo, G; Ramirez, S; Riccelli, A; Rodriguez Ortiz, O; Ropp, S; Stone, N; Valdez, T; Velasco, R	53	6	1227	9	F/S/Su	F/S/Su	F/S/Su
<b>SPN 604</b>	Acc Intro Spanish Heritage Learner	---	Rubio-Gilbertson; Echavarria, M; Montesinos, D; Ramirez, S	8	6	116	0	F/S	F/S/Su	F/S/Su

<b>SPN 610D</b>	First-Year Spanish II	---	Aramayo Canedo, L; Argueta Lopez, A; Boria Gonzalez, L; Calle Poveda, A; Cespedes Pesqueira; Clemons, A; Cossio Sanchez, M; Garcia-Pina, T; Gomez-Vazquez, D; Johnson, J; Knaff, C; Lawrence, P; Madariaga, M; Manning, S; Montesinos, D; Nevarez, I; Norton, D; Osorio Restrepo, V; Pena, L; Perrine, A; Porto, L; Radpay, D; Rubio-Gilbertson; Whitehead, S	34	6	746	1	F/S/Su	F/S/Su	F/S/Su
<b>SPN 611D</b>	Second-Year Spanish	---	Almar-Liante, A; Emilfork Diaz, N; Gomez-Vazquez, D; Johnson, J; Meireles, D; Norton, D; Ogando Lavin, G; Pena, L; Perez, G; Postigo Olsson, P; Ramirez, S; Rangel, N; Rey De Castro, V	27	6	554	2	F/S/Su	F/S/Su	F/S/Su

<b>SPN 612</b>	Acc Inter Spanish Heritage Learner	---	Echavarria, M; Ramirez, S; Meiners, J	7	6	94	0	F/S	F/S	F/S
<b>SPN 698A/B</b>	Thesis	---	Various	6	6	F/S/Su	F/S/Su	F/S/Su	F/S/Su	F/S/Su
<b>SPN F327C</b>	Advanced Grammar & Writing in Context-Esp	ILA F327C	Montesinos, D; Ogando Lavin, G	2	3	23	0	Su	Su	---
<b>SPN S330L</b>	Intro Language and Ling in Society-Esp	---	Kelm, O	1	3	14	0	Su	---	---
<b>SPN W385L</b>	Conference Course in Hispanic Literature & Ling	LAS F382	Various	5	3	22	8	F/S/Su	Su	F/S

### Appendix B.3 Faculty-Led Study Abroad Courses

Course	Title	Cross-listed Depts. and Courses	Professor	Credit Hours	Enrollment 2016-17		Term Offered 2016-2017	Term Offered 2017- 2018	Term Offered 2018- 2019
					UG	G			
L A 119	Maymester Seminar: Land Use Issues in Rainforest Conservation - Costa Rica		Buskirk, R	3	23	0	S	S	S
L A 119	Maymester Seminar: Literature, Culture and Performance - Cuba		Salgado, C	3	18	0	S	S	S
L A 119	Maymester Seminar: Guatemala		Stuart, D	3	18	0	S	S	S
ANT S360K	Civilization of the Maya – Guatemala		Stuart, D	3	3	28	Su	Su	Su
LAS S322	Education/Culture/Diversity-Guatemala	ALD S327G	De Lissovoy, N; Brown, K	3	0	2	Su	Su	Su
LAS 330	South America: Natural Env/Society/Sustainability-Ecuador	GRG 323K	Knapp, G	3	18	---	S	S	S
LAS 327	Maya Art/Architecture-Guatemala	ARH 347M, ANT 324L, GRG 356T	Runggaldier, A	3	30	4	S	S	S
LAS W324L	African Diaspora in the Americas-Brazil	ANT W391	Vargas, J	3	6	0	Su	---	---
N 354	Engaging in Global Health - Costa Rica	SPN 319S	Todd/Guilet	3	21	0	Su	Su	Su



**LLILAS BENSON LATIN AMERICAN STUDIES AND COLLECTIONS  
THE UNIVERSITY OF TEXAS AT AUSTIN**

**APPENDIX C. PERFORMANCE MEASURE FORM**

**APPENDIX C. PERFORMANCE MEASURES FOR CONTINUOUS EVALUATION PLAN 2018-2022**  
**LLILAS Benson, The University of Texas at Austin**

PROJECT GOAL 1 (G1). Increase collaborative activities that focus on language and area studies (COLLABORATIVE ACTIVITIES)									
PERFORMANCE MEASURES	ACTIVITIES	DATA/INDICATORS	Frequency	Data Sources	Base	T1 Target Actual	T2 Target Actual	T3 Target Actual	T4 Target Actual
<b>G1.PM1.</b> Increase by 48 the number of <b>collaborative activities with University colleges and programs (at UT Austin and non-UT institutions)</b> by year 4. (not MSI/CC or international)	<b>G1.PM1.A1.</b> Develop and coordinate collaborative activities with UT colleges and programs (UT collaborative)	<b>G1.PM1.A1.DI1</b> Number of activities with UT partners	Quarterly	Program records	75	85	95	105	115
		<b>G1.PM1.A1.DI2</b> Number of UT partners across activities	Quarterly	Program records	40	45	50	55	60
		<b>G1.PM1.A1.DI3</b> Number of participants across activities with UT partners	Quarterly	Program records	5,000	5,500	6,000	6,500	7,000
	<b>G1.PM1.A2.</b> Develop and coordinate collaborative activities with non-UT university, colleges and programs--not MSIs (non-UT collaborative)	<b>G1.PM1.A2.DI1</b> Number of activities with non-UT partners	Quarterly	Program records	8	10	12	14	16
		<b>G1.PM1.A2.DI2</b> Number of non-UT partners across activities	Quarterly	Program records	10	11	12	13	14
		<b>G1.PM1.A2.DI3</b> Number of participants across activities with non-UT partners	Quarterly	Program records	500	550	600	650	700
	<b>G1.PM2.A1.</b> Develop and coordinate collaborative activities with community programs (CP collaborative) (not schools, colleges or universities)	<b>G1.PM3.A1.DI1</b> Number of activities with community programs	Quarterly	Program records	5	6	7	8	9
		<b>G1.PM3.A1.DI2</b> Number of community partners across activities	Quarterly	Program records	12	14	14	14	14
		<b>G1.PM3.A1.DI3</b> Number of participants across activities with community programs	Quarterly	Program records	150	200	250	250	300
<b>G1.PM2.</b> Increase the number of collaborative <b>activities</b> with community and international programs by 3 each year from a baseline of 17 to 29 by year 4.	<b>G1.PM2.A2.</b> Develop and coordinate collaborative activities with	<b>G1.PM3.A2.DI1</b> Number of activities with international programs	Quarterly	Program records	12	14	16	18	20
			Quarterly	Program records	24	25	26	27	28

# APPENDIX C. PERFORMANCE MEASURES FOR CONTINUOUS EVALUATION PLAN 2018-2022

## LLILAS Benson, The University of Texas at Austin

	international programs (IP collaborative)	<b>G1.PM3.A2.DI2</b> Number of international partners across activities							
		<b>G1.PM3.A2.DI3</b> Number of participants across activities with international programs	Quarterly	Program records	1,000	1,250	1,500	1,750	2,000
<b>G1.PM3.</b> Increase the number of collaborative <b>activities</b> with K-12 schools, MSIs, community colleges and teacher training programs by 7 each year from a baseline of 30 to 58 by year 4.	<b>G1.PM3.A1</b> Develop and coordinate collaborative activities with K-12 schools and programs	<b>G1.PM3.A1.DI1</b> Number of activities with K-12 schools and programs	Quarterly	Program records	5	6	7	8	9
		<b>G1.PM3.A1.DI2</b> Number of K-12 partners	Quarterly	Program records	4	4	4	4	4
		<b>G1.PM3.A1.DI3</b> Number of participants across activities with K-12 schools and programs	Quarterly	Program records	500	750	1,000	1,250	1,500
	<b>G1.PM3.A2</b> Develop and coordinate collaborative activities with non-UT , MSIs, and community colleges	<b>G1.PM3.A2.DI1</b> Number of activities with MSIs and community colleges	Quarterly	Program records	20	25	30	35	40
		<b>G1.PM3.A2.DI2</b> Number of MSIs and community college partners	Quarterly	Program records	8	9	10	11	12
		<b>G1.PM3.A2.DI3</b> Number of participants across activities with MSIs and community colleges	Quarterly	Program records	450	500	550	600	650
	<b>G1.PM3.A3</b> Develop and coordinate collaborative activities with teacher preparation programs (pre-service)	<b>G1.PM3.A3.DI1</b> Number of activities with teacher preparation programs	Quarterly	Program records	5	6	7	8	9
		<b>G1.PM3.A3.DI2</b> Number of teacher preparation programs	Quarterly	Program records	2	3	4	4	4
		<b>G1.PM3.A3.DI3</b> Number of participants across activities with teacher preparation programs	Quarterly	Program records	30	45	60	75	90

**APPENDIX C. PERFORMANCE MEASURES FOR CONTINUOUS EVALUATION PLAN 2018-2022**  
**LLILAS Benson, The University of Texas at Austin**

<b>PROJECT GOAL 2 (G2). Increase opportunities for teacher training in K-16 foreign language and area studies (TEACHER TRAINING)</b>									
<b>PERFORMANCE MEASURES</b>	<b>ACTIVITIES</b>	<b>DATA/INDICATORS</b>	<b>Frequency</b>	<b>Data Source</b>	<b>Base</b>	<b>T1 Target Actual</b>	<b>T2 Target Actual</b>	<b>T3 Target Actual</b>	<b>T4 Target Actual</b>
<b>G2.PM1.</b> Increase the number of K-16 training workshops and curriculum enhancement activities offered by the NRC by 2 each year from a baseline of 12 to 20 in year 4.	<b>G2.PM1.A1.</b> Develop and conduct K-16 training workshops and curriculum enhancement activities	<b>G2.PM1.A1.DI1</b> Number of workshops and curriculum enhancement activities for K-16 and teacher preparation programs	Quarterly	Program records	12	13	14	15	16
		<b>G2.PM1.A1.DI2</b> Number of these K-16 workshops and activities that are for language training	Quarterly	Program records	4	5	6	7	8
	<b>G2.PM1.A2.</b> Maintain participation rates in K-12 and pre-service teacher training workshops	<b>G2.PM1.A2.DI1</b> Number of participants across K-12 and pre-service teacher workshops	Quarterly	Program records/attendance lists	250	275	300	325	350
<b>G2.PM2.</b> Increase by 40 the number of new open access instructional resources that promote K-12, and MSI, community college, and pre-service teaching and learning about Latin America by year 4.	<b>G2.PM2.A1.</b> Develop and post instructional materials online.	<b>G2.PM2.A1.DI1</b> Number of instructional resources for global and area studies instruction (including language).	Quarterly	Program records	10	10	10	10	10
		<b>G2.PM2.A1.DI2</b> Number of these instructional resources that include a language component	Quarterly	Program records	4	4	4	4	4



**APPENDIX C. PERFORMANCE MEASURES FOR CONTINUOUS EVALUATION PLAN 2018-2022**  
**LLILAS Benson, The University of Texas at Austin**

<b>PROJECT GOAL 3 (G3). Increase opportunities for student training in foreign language, area, and international studies in higher education (STUDENT TRAINING)</b>									
<b>PERFORMANCE MEASURES</b>	<b>ACTIVITIES</b>	<b>DATA/INDICATORS</b>	<b>Frequency</b>	<b>Data Sources</b>	<b>Base</b>	<b>T1 Target Actual</b>	<b>T2 Target Actual</b>	<b>T3 Target Actual</b>	<b>T4 Target Actual</b>
<b>G3.PM1.</b> Increase by 50 courses infused with foreign language, area, and international studies in diverse programs by year 4.	<b>G3.PM1.A1.</b> Develop new courses and enhance curriculum of already existing curriculum	<b>G3.PM1.A1.DI1</b> Number of new and enhanced higher ed courses developed	Yearly	Program records	10	11	12	13	14
		<b>G3.PM1.A1.DI2</b> Number of these courses sponsored by LLILAS Benson's Title VI Fellowships for MSI/Community College faculty	Yearly	Program records/recipient reports	3	3	3	3	3
<b>G3.PM2.</b> Increase by 40 enrichment activities for students in foreign language, area, and international studies	<b>G3.PM2.A1.</b> Promote study abroad and other educational activities for students	<b>G3.PM2.A1.DI1</b> Number of study abroad opportunities	Yearly	International Office/Study Abroad	15	16	17	18	19
		<b>G3.PM2.A1.DI2</b> Number of students in study abroad	Yearly	International Office/Study Abroad	175	200	225	250	275
		<b>G3.PM2.A1.DI1</b> Number of higher ed student enrichment activities	Yearly	Program records	40	50	60	70	80



**LLILAS Benson Latin American Studies and Collections  
The University of Texas at Austin**

**Appendix D. Letters of Support**

Dr. Charles M. Cook, Provost and Vice President for Academic Affairs,  
Austin Community College

Mr. Carlos González Gutiérrez, Consul General of Mexico  
in Austin Texas

Dr. Gregory Fennes, President, The University of Texas at Austin

Dr. Colette Pierce Burnette, President and CEO,  
Huston Tillotson University

Dr. Cinthia Salinas, College of Education,  
The University of Texas at Austin



June 11, 2018

Cheryl E. Gibbs  
Director, Advanced Training and Research Division  
Acting Senior Director, IFLE  
U.S. Department of Education

Dear Ms. Gibbs:

On behalf of Austin Community College District (ACC), I am writing to express my support for LLILAS Benson Latin American Studies and Collections at the University of Texas at Austin for its application to serve as Title VI NRC and FLAS Fellowship programs in 2018-2022. Our college, made up of eleven campuses serving over 40,000 annual enrollees throughout Central Texas, is committed to increasing opportunities for global learning. LLILAS Benson is an important partner in helping us reach our goals.

In the last several years, our partnership with LLILAS Benson has afforded the opportunity for our faculty and students to meaningfully engage with Latin American and global studies topics. LLILAS Benson has supported student activities by providing speakers to talk about Latin America in classes and symposia. Most significantly, ACC and Hemispheres, UT's international outreach consortium, of which LLILAS Benson is a core member, formed the Global Human Rights Faculty Fellows Seminar. This program affords ACC faculty opportunities to learn about global human rights issues from UT faculty and to collaborate with their colleagues to develop and enhance curriculum with international topics. The program has successfully engaged faculty from disciplines as far ranging as political science, chemistry, and nursing, and incorporated global dimensions into the teaching of a broad array of courses, reaching an academically diverse student population.

We are excited to continue and improve the Faculty Fellows Seminar, and we also look forward to deepening our partnership with LLILAS Benson as we establish a new Global Interdisciplinary Program. Already this past spring, LLILAS Benson participated in a day-long intensive focus group to develop objectives and essential learning outcomes for the program. The new activities outlined in LLILAS Benson's grant proposal will have a significant impact on the development of this program. These include supporting a global studies faculty academic coordinator; providing ACC faculty with professional development opportunities to enhance their curriculum; and affording ACC faculty access to the vast resources of the Benson Latin American Collection and other UT libraries through a new visiting scholar program.

Finally, one of the long-term goals of our Global Interdisciplinary Studies program is to create a clear pathway so that our students can transfer directly into LLILAS Benson's Latin American Studies B.A. program. This ongoing and mutually beneficial partnership with LLILAS Benson will strengthen our efforts to globalize curriculum across our campuses and will ultimately provide our students with the global education and skills essential to success in their academic careers and professions.

Sincerely,

A handwritten signature in black ink that reads "Charles Cook" with "CMC" written below it.

Charles M. Cook, Ed.D.  
Provost and Executive Vice President for Academic Affairs

cc: William Hayden, Director of International Programs, Austin Community College District;  
Dr. Shirin Khosropour, Chair of Global Interdisciplinary Studies, Austin Community College District



Austin, TX, June 18th 2018.

Cheryl E. Gibbs  
Director, Advanced Training and Research Division  
Acting Senior Director, IFLE  
U.S. Department of Education

Dr. Mrs Gibbs,

As Consul General of Mexico in Austin, Texas, I am writing to express my enthusiastic support for LLILAS Benson Latin American Studies and Collections at the University of Texas at Austin in its application to serve as Title VI NRC and FLAS Fellowship programs in 2018-2022.

Our partnership with UT Austin, in particular with the Lozano Long Institute of Latin American Studies (LLILAS) has served to elevate binational cooperation between the U.S. and Mexico through the education and training of students and the broader public in Texas and beyond, and through formal university agreements that support collaborative research and dynamic faculty and student exchanges.

Specifically, the Matías Romero Visiting Scholars Program, an agreement between the Mexican Ministry of Foreign Relations and LLILAS Benson, produces collaborative bilateral research projects between UT and Mexican faculty, and agreements for student exchange with Mexican institutions of higher education. In addition, LLILAS Benson provides space for important public forums and facilitates debate and dialogue on critical issues that are important for both countries, such as the *Foro Urgente* program (a rapid-response forum on unfolding events and current issues in Latin America), and the Austin Lecture on Contemporary Mexico.

In recent months, the Mexico Center of LLILAS Benson has had significative efforts to develop collaborative projects. Of particular interest is research on health and mental health issues between our communities. A conference "*Puentes: Advancing Heath Research*," took place in Austin in February, gathered more than 20 UT researchers and Mexican colleagues from different institutions, and created an important opportunity for launching new collaborations and projects between them. Our newest collaboration, recently finalized in an MOU, allows for the exhibit of high-quality copies of rare documents pertaining to Mexico from the Benson Latin American Collection. These items will be on display at the at the Mexican Consulate in Austin, and then tour as a traveling exhibit to Mexican consulates around the United States.

410 Baylor St. Austin, Texas, 78703  
Tel.: (512)478-2866 <http://www.sre.gob.mx/austin/>

**SRE**

CONSULADO GENERAL DE MÉXICO  
EN AUSTIN



Consulado General de México en Austin, Texas

In short, the relationship between LLILAS Benson and the Consulate General of Mexico in Austin is close, collaborative, and synergistic. We are pleased to offer our support for LLILAS Benson's application for Title VI NRC and FLAS Fellowship programs in 2018-2022.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. González'.

Carlos González Gutiérrez

410 Baylor St. Austin, Texas, 78703  
Tel.: (512)478-2866 <http://www.sre.gob.mx/austin/>



**THE UNIVERSITY OF TEXAS AT AUSTIN**

**Office of the President**

110 Inner Campus Drive

Austin, Texas 78712

512-471-1232 | [president@utexas.edu](mailto:president@utexas.edu)

June 20, 2018

Ms. Cheryl E. Gibbs  
Director, Advanced Training and Research Division  
Acting Senior Director, International and Foreign Language Education  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Ms. Gibbs:

I write to support the LLILAS Benson Latin American Studies & Collection's grant proposal to the U.S. Department of Education for the Title VI National Resource Center and Foreign Language and Area Studies Fellowship Program.

As a tier-one research university with 51,000 students and an internationally renowned faculty, The University of Texas at Austin provides public access to a first-class education and the tools of discovery. We are committed to diversity and inclusion as well as service to our state and to the global community. Our motto, "What starts here changes the world," is reflected in LLILAS Benson's purpose.

The Teresa Lozano Long Institute of Latin American Studies is regularly ranked one of the nation's finest programs in Latin American Studies, while the Nettie Lee Benson Latin American Collection is recognized as one of the world's premier repositories for Latin American-related materials; the partnership between the two units supports excellence. LLILAS Benson plays a key role at the university. Its world-class collections, research, international exchange, and public programs raise awareness of issues affecting Latin America and U.S. Latina/o communities.

I enthusiastically support LLILAS Benson's application. As we anticipate a Hispanic majority in the next census and an increased emphasis on global engagement, UT hopes to remain in the forefront of international classrooms and research partnerships.

Sincerely,

A handwritten signature in black ink, appearing to read "Gregory L. Fenves".

Gregory L. Fenves  
President

LLILAS Benson Title VI Grant Proposal Endorsement  
June 20, 2018  
Page 2

cc: Maurie McInnis, Executive Vice President and Provost  
Randy L. Diehl, Dean, College of Liberal Arts  
Virginia Garrard, Director, LLILAS Benson Latin American Studies and Collections  
Myra Leo, Chair, LLILAS Benson Advisory Council





June 4, 2018

Cheryl E. Gibbs  
Directory, Advanced Training and Research Division  
Acting Senior Director, IFLE  
U.S. Department of Education

Dear Ms. Gibbs,

As President of Houston-Tillotson University (HT), I am writing to express my enthusiastic support for the LLILAS Benson Latin American Studies & Collection's (LLILAS Benson) grant proposal to the US Department of Education for the Title VI NRC and FLAS Fellowship programs. In partnership with LLILAS Benson and UT's other NRCs, we have been able to expand international content for courses and programs on campus.

In recent years, we have benefited greatly from LLILAS Benson's partnership in providing fellowships to support faculty field research in Latin America and to support the development of new Latin American Studies content courses at HT. LLILAS Benson's support for our library has significantly increased our Latin American acquisitions and student access to online resources and related course materials. Finally, by bringing guest speakers to classes and hosting other events at our campus, including film festivals, poetry performances, and symposia, LLILAS Benson helped to increase understanding of the Latin American region and international affairs more generally.

Continuing the partnerships with LLILAS Benson and UT's other NRCs are advantageous to the educational interests of our institution and the global competencies of our students. In addition to continuing the joint projects so far, we endorse LLILAS Benson's plans to: 1) increase HT faculty professional development through participation in conferences on Latin American Studies; 2) continue supporting faculty to develop new coursework on Latin American and global studies; 3) support faculty in conducting course research in Latin America; and 4) to involve LLILAS Benson scholars and other regional experts in HT classes and outreach events. These activities will enhance HT student learning and professionalization, as we work together to develop and identify appropriate international internships, study abroad and other global training opportunities in Latin America.

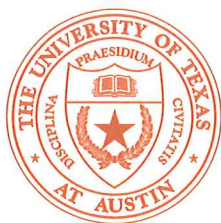
In short, HT is committed to a sustained collaboration with LLILAS Benson, not just for this program, but in future endeavors to expand international programming and professional development for students and faculty at HT.

Sincerely,

Colette Pierce Burnette, Ed.D.  
President and CEO

cc: Dr. Archibald Vanderpuye, Vice President, Academic Affairs  
Dr. Michael Hirsch, Dean, College of Arts and Sciences  
Dr. Alaine Hutson, Associate Professor, History





## Department of Curriculum and Instruction

1912 Speedway, D5700 • Austin, TX 78712 • 512-471-5942 • FAX 512-471-8460  
<http://ci.edb.utexas.edu>

Cheryl E. Gibbs  
Director, Advanced Training and Research Division  
Acting Senior Director, IFLE  
U.S. Department of Education

June 15, 2018

Dear Ms. Gibbs,

On behalf of The University of Texas at Austin's (UT) Curriculum & Instruction Department in the College of Education, I am delighted to endorse LLILAS Benson Latin American Studies and Collections' (LLILAS Benson) application to serve as Title VI NRC and FLAS Fellowship programs in 2018-2022.

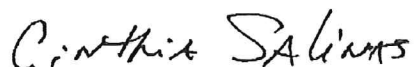
One of the core principles of our department is to immerse our students in culturally relevant and sustaining pedagogies so that their teaching reflects the histories of the cultural and linguistic diversity of their students. In Texas, where 52% of public school student population is Latino/a with family roots from across Latin America, teaching about the people, cultures, and histories of Latin America is imperative. Our partnership with LLILAS Benson allows for us to provide a deeper engagement and more thorough understanding of Latin America for our students and ultimately the students they will teach.

For the past three years, LLILAS Benson has led the Race & Diversity in Latin America workshop in our Sociocultural Influences on Learning course, a core requirement for all pre-service majors that considers how issues related to race, class, gender, culture, and sexuality affect the teaching and learning process. The workshop explores the complex understandings of race and ethnicity within the Latino/a community by introducing different ways race has been historically conceived and lived in Latin American societies. Additionally, our Language and Literacy program is working with LLILAS Benson and four other National Resource Centers on the UT campus (collectively called Hemispheres), to lead a new summer institute on critical literacy and international children's literature for teachers from across Texas this June. The institute will be led by our master's students in the Literacy track of the Teacher Mentoring, School Leadership, and Professional Development program, providing an opportunity for both our students and attending teachers to be immersed with international texts they can bring back to the classroom.

In addition to continuing these projects, we look forward to working with LLILAS Benson to launch the Benson Primary Sources Digital Curriculum Project, where our Urban Teacher Social Studies students will develop curriculum on various parts of Latin American history, geography, and culture, and pilot the curriculum while student-teaching. This curriculum will be posted on a dedicated website which LLILAS Benson will work to promote, and our students will have a valuable professional development opportunity to present on their work at professional conferences, such as National Council for Social Studies Conference, while getting the word out about these resources. This project will enable our students to center histories of Latin American people while putting the resources of the Benson Collection in the hands of teachers across the country.

Title VI NRC and FLAS Fellowship funding will greatly enhance LLILAS Benson's ability to collaborate with us on these important initiatives in education. We are excited about expanding our current collaborations and look forward to entering this next phase of our partnership.

Sincerely,

A handwritten signature in black ink that reads "Cinthia Salinas". The script is cursive and fluid, with the first name "Cinthia" and last name "Salinas" clearly distinguishable.

Dr. Cinthia Salinas  
Chair, Department of Curriculum and Instruction  
Ruben E. Hinojosa Regents Professor in Education  
College of Education  
The University of Texas at Austin

cc: Dr. Keffrelyn Brown and Luis Urrieta, Department of Curriculum & Instruction, Cultural Studies in Education; Dr. Melissa Wetzel, Associate Chair of Department of Curriculum & Instruction, Literacy and Language Studies

## Budget Narrative File(s)

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**LLILAS Benson Latin American Studies and Collections**  
**The University of Texas at Austin**  
**ED 524 Section C - BUDGET NARRATIVE**

**2018-2022**

		<b>Year 1 2018-19</b>	<b>Year 2 2019-20</b>	<b>Year 3 2020-21</b>	<b>Year 4 2021-22</b>	<b>Pg.</b>
<b>1.0 Personnel</b>						
<b>1.1</b>	<b>Financial Manager:</b> provides fiscal oversight, management, and reporting of the project (10% annual salary)	\$ 5,275	\$ 5,381	\$ 5,489	\$ 5,599	11
<b>1.2</b>	<b>Publications Designer:</b> designs print and electronic promotional materials and website management for NRC and FLAS initiatives (10% annual salary)	\$ 4,500	\$ 4,590	\$ 4,682	\$ 4,775	11
<b>1.3</b>	<b>Outreach Coordinator:</b> leads and implements teacher training and partnership initiatives with Hemispheres, MSIs, community colleges, the UT COEd, and teacher preparation programs (50% annual salary)	\$ 23,208	\$ 23,672	\$ 24,146	\$ 24,629	11
<b>1.4</b>	<b>COERLL Program Coordinator:</b> coordinates web design, technology, and electronic dissemination of K'iche', Nahuatl and Quechua open access online curriculum (25% annual salary)	\$ 8,462	\$ 8,462	\$ 8,462	\$ 8,462	11
<b>SUBTOTAL PERSONNEL</b>		<b>\$ 41,445</b>	<b>\$ 42,105</b>	<b>\$ 42,779</b>	<b>\$ 43,465</b>	
<b>2.0 Fringe Benefits</b>						
<b>2.1</b>	<b>30% of Personnel Subtotal:</b> 30% average fringe benefit rate for UT employees, including employment taxes, retirement, and health insurance	\$ 12,434	\$ 12,632	\$ 12,834	\$ 13,040	
<b>SUBTOTAL FRINGE BENEFITS</b>		<b>\$ 12,434</b>	<b>\$ 12,632</b>	<b>\$ 12,834</b>	<b>\$ 13,040</b>	

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>3.0 Travel</b>					
<b>3.1 Domestic Travel</b>					
<b>3.1.A Traveling Exhibits:</b> travel for LLILAS Benson staff to present workshops on Benson traveling exhibits at UTRGV and UTEP. One trip for two staff in year 3 and one trip for 2 staff in year 4 at \$1,000/person/trip.	\$ -	\$ -	\$ 2,000	\$ 2,000	8, 11
<b>3.1.B Outreach travel:</b> travel for the Outreach Coordinator to conduct teacher trainings locally, regionally and nationally. 5 trips/year at \$500/trip.	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	11
<b>3.2 International Travel</b>					
<b>3.2.A LCTL curriculum development - Mexico &amp; Guatemala:</b> GRA travel to film videos of native speakers of K'iche' and Nahuatl. One trip to Guatemala in year 1; one trip to Mexico in year 2 at \$2,000/trip.	\$ 2,000	\$ 2,000	\$ -	\$ -	1, 11
<b>3.2.B LCTL curriculum development - Bolivia:</b> GRA travel to film videos of native speakers of Quechua in Bolivia. One trip each in years 3 & 4 at \$3,500/trip.	\$ -	\$ -	\$ 3,500	\$ 3,500	2, 11
<b>3.2.C Benson Acquisitions:</b> Librarian travel to acquire LCTL materials in Latin America. 1 trip to Mexico in year 1 at \$2,000; 1 trip to Central America in year 2 at \$2,500; 1 trip per year to Brazil in years 3 & 4 at \$4,000/trip; 1 trip to the Andes in year 3 at \$4,000; and 1 trip to Paraguay in year 4 at \$3,500.	\$ 2,000	\$ 2,500	\$ 8,000	\$ 7,500	2, 11
<b>SUBTOTAL TRAVEL</b>	<b>\$ 6,500</b>	<b>\$ 7,000</b>	<b>\$ 16,000</b>	<b>\$ 15,500</b>	
<b>4.0 Equipment (not applicable)</b>	\$ -	\$ -	\$ -	\$ -	
<b>SUBTOTAL EQUIPMENT</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>5.0 Supplies</b>						
<b>5.1</b>	<b>Implementation Supplies:</b> to support direct implementation of project activities with partners. Supplies purchased at discounted rates negotiated by UT with select vendors.	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	11
<b>5.2</b>	<b>Computers:</b> technology to support professional and student staff, with an emphasis on laptops/tablets to assist with the mobility inherent to outreach and collaborative initiatives. One laptop in year 1 for the Outreach Coordinator at \$1,410; two tablets in year 1 for the LAS student ambassadors at \$1,150/tablet; one GRA desktop in year 1 at \$1,050; and 1 GRA laptop in year 2 at \$1,410.	\$ 4,760	\$ 1,410	\$ -	\$ -	11
<b>SUBTOTAL SUPPLIES</b>		<b>\$ 5,760</b>	<b>\$ 2,410</b>	<b>\$ 1,000</b>	<b>\$ 1,000</b>	
<b>6.0 Contractual (not applicable)</b>		\$ -	\$ -	\$ -	\$ -	
<b>SUBTOTAL CONTRACTUAL</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>7.0 Construction (not applicable)</b>		\$ -	\$ -	\$ -	\$ -	
<b>SUBTOTAL CONSTRUCTION</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>8.0 Other</b>						
<b>8.1. Absolute Priority 1 (AP1): Diverse Perspectives &amp; National Needs</b>						
<b><i>LCTLs - Online Curriculum Development</i></b>						
<b>8.1.A</b>	<b>K'iche' curriculum development:</b> An experienced native K'iche' speaker will be hired through a highly-vetted nonprofit partner org. in Guatemala to develop online curriculum units. Cost in year 1 is for 1 developer at \$500/month for 9 months plus 30% employment taxes and 8% local agency admin fee. These costs are based on current programs for our Mellon Foundation post-custodial grant.	\$ 6,318	\$ -	\$ -	\$ -	1

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>8.1.B</b>	<b>Nahuatl curriculum development:</b> An experienced native Nahuatl speaker will be hired through a highly-vetted nonprofit partner org. in Mexico to develop online curriculum units. Cost in years 1 & 2 are for 1 developer at \$500/month for 9 months/year plus 30% employment taxes and 8% local agency admin fee.	\$ 6,318	\$ 6,318	\$ -	\$ -	1
<b>8.1.C</b>	<b>Quechua curriculum developemnt:</b> An experienced native Quechua speaker will be hired through a highly-vetted nonprofit partner org. in Bolivia to develop online curriculum units. Cost in years 3-4 are for 1 developer at \$500/month, for 6 months in year 3 and 9 months in year 4, plus 30% employment taxes and 8% local agency admin fee.	\$ -	\$ -	\$ 4,212	\$ 6,318	2
<b>8.1.D</b>	<b>Portuguese E-textbook development:</b> \$2,340 annual faculty stipend for Dr. Vivian Flanzer of the Dept. of Spanish and Portuguese to develop an online, downloadable Portuguese e-textbook.	\$ 2,340	\$ 2,340	\$ 2,340	\$ 2,340	2
<b>8.1.E</b>	<b>Online curriculum dissemination:</b> \$500 per year for the development of electronic and print publicity materials to connect global audiences to our electronic LCTL curriculum.	\$ 500	\$ 500	\$ 500	\$ 500	2
<b><i>LCTLs - Programming &amp; Acquisitions</i></b>						
<b>8.1.F</b>	<b>Portuguese simultaneous translation for events:</b> translation for 2 LLILAS Benson events per year at \$650/event.	\$ 1,300	\$ 1,300	\$ 1,300	\$ 1,300	2
<b>8.1.G</b>	<b>Benson LCTL acquisitions:</b> purchase cost of LCTL library materials; year 1 Mexico, year 2 Central America, year 3 Andes & Brazil, year 4 Paraguay & Brazil.	\$ 2,500	\$ 2,500	\$ 5,000	\$ 5,000	2

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>Professional School Partnerships</b>						
8.1.H	<b>McCombs School of Business Symposium on Global Health:</b> biannual conference on global healthcare, sponsored by the Center for Global Business at McCombs. Costs are for a co-sponsorship to cover speaker/panelist travel and stipends.	\$ -	\$ 1,250	\$ -	\$ 1,250	2
8.1.I	<b>Dell Medical School Global Health Program:</b> supporting the establishment of a global health program at Dell. Costs cover Dell administrator travel in year 1 to establish linkages in Mexico and a global health symposium in year 3.	\$ 2,500	\$ -	\$ 2,500	\$ -	2
8.1.J	<b>College of Engineering Brazil study abroad program development:</b> developing a Maymester course in Brazil on civil engineer project management. Funds in year 1 will support faculty travel to Brazil to develop linkages and design curriculum.	\$ 3,500	\$ -	\$ -	\$ -	3
8.1.K	<b>LBJ School of Public Affairs Lat. Am. Policy Research Project (PRP) travel:</b> travel for LBJ public policy grad students to conduct coursework with an NGO in Guadalajara, Mexico in year 1; location to be determined for year 3.	\$ 7,715	\$ -	\$ 7,715	\$ -	3
8.1.L	<b>LBJ School of Public Affairs Latin American Security Symposium:</b> travel and speaker stipends for annual symposium on Latin American security. Years 1-2 cover domestic travel costs; years 3-4 cover international travel.	\$ 1,500	\$ 1,500	\$ 3,000	\$ 3,000	3



	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>Expansion of LAS</b>					
<b>8.1.M LAS Student Ambassadors:</b> 2 LAS undergrad majors to work as ambassadors connecting new students to LAS at UT during summer orientation (12 weeks) and long semesters (16 weeks/semester x 2 semesters). Cost is for 50% of 2 students at \$13/hour for 10 hours/week for a total of 44 weeks per year.	\$ 5,720	\$ 5,720	\$ 5,720	\$ 5,720	3
<b>8.1.N International Office Global Professional Training:</b> Honoraria for 3 speakers per year at \$560/speaker to infuse Latin American content into trainings for undergrad students across disciplines.	\$ 1,560	\$ 1,560	\$ 1,560	\$ 1,560	3
<b>8.2 Absolute Priority 2 (AP2): Teacher Training</b>					
<b>K-16 Teacher Training</b>					
<b>8.2.A Portuguese for Spanish Speakers workshop:</b> One workshop per year to broaden K-16 educator language capabilities, expose them to Brazilian culture, and connect them to Portuguese resources at UT. Cost covers \$1,300 UT faculty honorarium and \$250 materials.	\$ 1,550	\$ 1,550	\$ 1,550	\$ 1,550	4
<b>8.2.B Latin American Children's Literature workshop:</b> One workshop per year based on the Américas Award & Benson's juvenile literature collection, targeting regional bilingual K-12 educators and pre-service bilingual teachers. Cost covers honorariums and materials.	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	4
<b>8.2.C Hemispheres World Studies Summer Institute:</b> One institute per year held in partnership with Hemispheres and the Center for Global Business at McCombs School, focusing on world studies topics, offering content enrichment sessions and integration of concepts in the classroom. Cost covers honorarium and materials.	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	4

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>8.2.D</b>	<b>Teacher Training Workshops:</b> Four 1-day regional K–12 teacher trainings per year, held at UT, Texas Education Agency Educational Resource Centers throughout Texas, and K–12 state and national education conferences. \$500/training for honorariums and materials.	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	4
<b>8.2.E</b>	<b>NRC Outreach Global Reads webinar series:</b> Cost for an annual co-sponsorship for a monthly webinar series for educators, featuring an author, to discuss how to incorporate the book into the classroom.	\$ 200	\$ 200	\$ 200	\$ 200	4
<b>8.2.F</b>	<b>NCSS Pre-conference for NRC outreach staff:</b> a pre-conference training to discuss best practices in K-16 and community college/MSI outreach. Cost is for travel for local/regional MSI/community college and/or K-16 educators to attend the pre-conference in Austin year 2.	\$ -	\$ 500	\$ -	\$ -	4
<b>8.2.G</b>	<b>Texas Teacher Professional Dev. Travel:</b> providing a fellowship for a Texas K-12 teacher to participate in University of Florida's Global Leader Teacher Institute in Costa Rica year 2 and Mexico year 4.	\$ -	\$ 1,500	\$ -	\$ 1,500	4
<b>8.2.H</b>	<b>K-12 Promotional Program:</b> costs for design and distribution of promotional materials (e.g., brochures, postcards, social media) to raise awareness of our services for educators.	\$ 1,000	\$ 1,500	\$ 1,500	\$ 1,500	4
<b>8.2.I</b>	<b>Outreach Library Development:</b> costs to purchase books and materials for K-16 educators to check out for use in the classroom.	\$ 500	\$ 1,000	\$ 1,000	\$ 1,000	4

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>K-16 Curriculum Development</b>						
<b>8.2.J</b>	<b>Portuguese for High School AP Spanish curriculum development &amp; implementation:</b> year 1 UT faculty honorarium to develop a 10-hour curriculum, integrating open-access Portuguese for Spanish Speaker resources. Costs for years 2-4 are for faculty honorariums for implementation in two high schools at \$1,300/school.	\$ 1,950	\$ 2,600	\$ 2,600	\$ 2,600	5
<b>8.2.K</b>	<b>K-12 Curriculum Development Award:</b> one award/year to a K–12 educator in a minority-serving school district to create and pilot new global studies curriculum units.	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	5
<b>8.2.L</b>	<b>Americas Book Award co-sponsorship:</b> annual co-sponsorship for award which provides recommendations and resources on children’s and young adult literature on Latin America and Latinos to teachers.	\$ 500	\$ 500	\$ 500	\$ 500	5
<b>Benson Digital Primary Sources Curriculum Project (Also fulfills CPP2)</b>						
<b>8.2.M</b>	<b>Faculty/Grad student consultation stipends:</b> two \$650 stipends/year for faculty/grad students to help curate materials for pre-service students in UT’s College of Education (COEd) Urban Teachers Social Studies program.	\$ 1,300	\$ 1,300	\$ 1,300	\$ 1,300	5
<b>8.2.N</b>	<b>Website platform construction &amp; maintenance:</b> cost to develop/maintain a website to host curriculum resources; \$95/hr with 40 hours year 1, 25 hours year 2, and 10 hours/each years 3 & 4.	\$ 3,800	\$ 2,375	\$ 950	\$ 950	5
<b>8.2.O</b>	<b>Website platform annual subscription:</b> cost of \$100/year.	\$ 100	\$ 100	\$ 100	\$ 100	5
<b>8.2.P</b>	<b>UT COEd PhD student supervisor:</b> stipend of \$2,000/semester (only 1 semester in year 1) to oversee and provide final review of student curriculum developed.	\$ 2,000	\$ 4,000	\$ 4,000	\$ 4,000	5

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>8.2.Q NCSS student presentations on digital curriculum project:</b> costs for pre-service student teacher travel to national conferences and regional trainings to present curriculum. No travel year 1 during development; NCSS conference in Austin year 2, limiting travel costs; cost years 3 & 4 are for 2 students to travel to NCSS in Minnesota at \$1,750/student and 2 regional trips/year at \$500/trip.	\$ -	\$ 500	\$ 4,500	\$ 4,500	5
<b>8.3 Competitive Preference Priority 1 (CPP1): MSI &amp; Community College Partnerships</b>					
<b><i>Austin Community College (ACC) Global Initiatives</i></b>					
<b>8.3.A Global Human Rights Faculty Fellows Program:</b> In collaboration with Hemispheres, conduct a monthly seminar where ACC and UT faculty meet to discuss global human rights issues and integrate these into ACC curriculum. Costs split between 5 UT Hemispheres units. \$4,000/year is the LLILAS Benson portion of ACC faculty honorariums (\$1,250/person x 13 faculty) and UT faculty honorariums (\$650/person x 8 faculty) plus materials.	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	6
<b>8.3.B Global Studies academic coordinator stipend:</b> to support ACC faculty to increase the number of courses in the program by adding global studies content to curriculum and adapting courses to the degree guidelines. Cost of \$3,500/year for one coordinator.	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	6
<b>8.3.C Faculty professional development stipend:</b> to fund 1 ACC faculty member/year (years 2-4) at \$2,000/year to attend a professional conference on global or Latin American studies.	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	6

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>Huston-Tillotson (HT) Global Studies Program</b>						
<b>8.3.D</b>	<b>Faculty course buyout for curriculum development:</b> \$3,000/year to cover the cost of hiring 1 adjunct instructor to teach the course that is bought out while HT faculty develop curriculum. Competition held annually in the spring semester, with funds budgeted years 2-4.	\$ -	\$ 3,000	\$ 3,000	\$ 3,000	6
<b>8.3.E</b>	<b>Faculty curriculum development stipend:</b> \$1,500 stipend for faculty member awarded curriculum development buyout.	\$ -	\$ 1,500	\$ 1,500	\$ 1,500	6
<b>8.3.F</b>	<b>Latin American textbooks:</b> \$1,000/year (years 2-4) for textbook sets for Introduction to Global Studies and LAS courses to increase participation and enrollment in the Global Studies major.	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	7
<b>8.3.G</b>	<b>Faculty international travel stipend:</b> travel for 1 faculty member/year to travel to Latin America to develop LAS courses, develop linkages, and conduct research. Cost of \$3,000/trip.	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	7
<b>8.3.H</b>	<b>Faculty professional development stipend:</b> \$2,000/year for one HT faculty member to attend a global studies/LAS conference.	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	7
<b>8.3.I</b>	<b>Curriculum development retreat:</b> 2-day annual curriculum development retreat for faculty to review major/course curriculum to ensure quality and sustainability of global studies program. Cost of faculty stipends, speaker fee, materials, space & parking.	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	7
<b>8.3.J</b>	<b>Outreach events:</b> cost for speaker fees and materials for 1-3 outreach events/year to expand reach of global studies program.	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	7

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>University of Texas Rio Grande Valle (UTRGV) Partnership</b>						
<b>8.3.K</b>	<b>Third World Feminisms symposium:</b> to connect LAS and Asian Studies scholars from UT, UTRGV, and elsewhere to deepen understanding of the intersections of gender, sexuality, race, and class in Latin America and Asia. 50% of the cost of 1 symposium in year 2, including travel, speaker fees, and materials.	\$ -	\$ 8,264	\$ -	\$ -	7
<b>8.3.L</b>	<b>LAS student fellows:</b> host annual UTRGV undergraduate visits to UT to teach about LAS resources, programming, and graduate studies. Costs include \$500/year in transportation (\$400 van + \$100 gas) and \$1,440 in lodging (3 hotel rooms at \$160/night for 3 nights).	\$ 1,940	\$ 1,940	\$ 1,940	\$ 1,940	7
<b>University of Texas El Paso (UTEP) Transnational Migration Studies</b>						
<b>8.3.M</b>	<b>Faculty seminar facilitator stipend:</b> biannual 3-day seminar on large-scale migratory flows out of Central America and Mexico. Cost is for \$3,000 faculty coordinator stipend for years of seminar.	\$ -	\$ 3,000	\$ -	\$ 3,000	7,8
<b>8.3.N</b>	<b>Faculty seminar:</b> Cost for airfare, lodging and per diem meals for 2 UT faculty and 2 Mexican/Central American faculty; \$250 for supplies.	\$ -	\$ 5,116	\$ -	\$ 5,116	7, 8
<b>8.3.O</b>	<b>Faculty seminar graduate assistant stipend:</b> \$3,700 stipend for UTEP grad student to assist faculty coordinator with seminar design and implementation.		\$ 3,700		\$ 3,700	7, 8
<b>8.3.P</b>	<b>Faculty international travel stipend:</b> \$3,000 in years 1 & 3 for 1 UTEP faculty member to travel to Mexico/Central America to conduct research and build linkages related to transnational migration.	\$ 3,000	\$ -	\$ 3,000	\$ -	8

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>University of Texas San Antonio (UTSA) Partnership</b>					
<b>8.3.Q</b> <b>UTSA Mellon visiting fellows:</b> one day-long campus visit to UT in years 1 & 2 for UTSA fellows in a program that prepares students from underrepresented backgrounds for doctoral study in the humanities. Cost is for transportation to Austin.	\$ 250	\$ 250	\$ -	\$ -	8
<b>Other MSI &amp; Community College Initiatives</b>					
<b>8.3.R</b> <b>Georgia MSI Consortium faculty professional development:</b> Costs for travel expenses for 2 UT faculty/librarians (\$2,500/person/ year) to travel to Georgia in years 1-3 to provide up to 50 faculty with a 1-day workshop to deepen understanding of LAS themes and incorporate LLILAS Benson digital resources into curriculum.	\$ 5,000	\$ 5,000	\$ 5,000	\$ -	8
<b>8.3.S</b> <b>MSI &amp; Community Colleges Visiting Scholars:</b> Travel stipends of \$3,000/person for 3 faculty from U.S. MSIs and Community Colleges to conduct research at the Benson.	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	8
<b>8.3.T</b> <b>Benson traveling exhibitions:</b> bring Benson traveling exhibits to 2 UTRGV and 1 UTEP campus. LLILAS Benson staff will curate and prepare the exhibits during the first 2 years of the grant (year 2 supply cost of \$800/exhibit x 3 exhibits), traveling to the sites in years 3-4 (see travel section above for budget) to present workshops. Costs in years 3 & 4 are for shipping of exhibits at \$500/exhibit x 3 exhibits.	\$ -	\$ 2,400	\$ 1,100	\$ 550	8
<b>8.4 Competitive Preference Priority 2 (CPP2): College of Education (COEd) &amp; Teacher Prep. Partnerships</b>					
<b>8.4.A</b> <b>UT COEd Race and Diversity in Latin America workshop:</b> \$1,000 stipend/semester (1 semester year 1; 2 semesters years 2-4) for UT COEd grad student to provide workshops in 18 pre-service teacher courses per year.	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	8, 9

		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>8.4.B</b>	<b>UT College of Ed Literacy Summer Institute (Also AP 2):</b> a 2-day institute for elementary in-service and pre-service teachers of multilingual students across Texas to engage with international texts and incorporate them into their classrooms. Cost is for speaker honorariums, workshop materials, and participant travel.	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	9
<b>8.4.C</b>	<b>Uteach Summer Workshop, Global teaching with archives (Also AP2):</b> workshop for secondary teachers on how to utilize international literary archives to illuminate the people and places of Latin America and the world. Cost is for annual co-sponsorship to cover speaker honorariums, workshop materials, and participant travel.	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	9
<b>8.5 Evaluation and Assessment</b>						
<b>8.5.A</b>	<b>External evaluator:</b> \$2,500/year for Dr. Hartos of the University of North Texas to design surveys, focus groups, and data collection tools/protocol, and provide data analysis and written reports.	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	20
<b>8.6 Program Administration</b>						
<b>Graduate Research Assistants</b>						
<b>8.6.A</b>	<b>GRA - Program Coordination:</b> 50% salary for a grad student to support program implentation and evaluation activities.	\$ 11,528	\$ 11,676	\$ 11,827	\$ 11,981	11
<b>8.6.B</b>	<b>GRA - Outreach:</b> 50% salary for a grad student to support teacher training and outreach initiatives.	\$ 11,528	\$ 11,676	\$ 11,827	\$ 11,981	11
<b>8.6.C</b>	<b>GRA - Digital Primary Resources:</b> 50% salary for a grad student to support design and implementation of digital primary resources project and other digital initiatives of NRC program.	\$ 11,528	\$ 11,676	\$ 11,827	\$ 11,981	11



		Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>8.6.D</b>	<b>GRA - Indigenous Languages:</b> 50% salary for 2 grad students in year 1 (K'iche' & Nahuatl) and 1 in years 2-4 (year 2 Nahautl; years 3 & 4 Quechua) to support development of online LCTL curriculum.	\$ 23,056	\$ 11,676	\$ 11,827	\$ 11,981	11
<b>8.6.E</b>	<b>GRA Fringe Benefits:</b> 30% of GRA salary above.	\$ 17,292	\$ 14,011	\$ 14,192	\$ 14,377	11
	<b>Other Program Implementation</b>					
<b>8.6.F</b>	<b>Communications:</b> annual project portion for telephone, long distance service, computer network service.	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	11
<b>8.6.G</b>	<b>Copying and Printing:</b> annual cost for copying and printing of program materials.	\$ 500	\$ 500	\$ 500	\$ 500	11
<b>8.6.H</b>	<b>Postage and Shipping:</b> annual cost of domestic and international postage and shipping for program initiatives.	\$ 500	\$ 500	\$ 500	\$ 500	11
<b>SUBTOTAL OTHER</b>		<b>\$183,793</b>	<b>\$182,498</b>	<b>\$176,087</b>	<b>\$174,795</b>	
<b>9.0 Total Direct Costs (lines 1-8)</b>		<b>\$249,932</b>	<b>\$246,645</b>	<b>\$248,700</b>	<b>\$247,800</b>	
<b>10.0 Indirect Costs (8%)</b>		<b>\$ 19,995</b>	<b>\$ 19,732</b>	<b>\$ 19,896</b>	<b>\$ 19,824</b>	
<b>11.0 Training Stipends (FLAS Fellowships)</b>						
<b>11.1 Graduate Fellowships</b>						
<b>Academic Year</b>						
	Institutional Payment (7 @ \$18,000 each)	\$ -	\$ 126,000	\$ 126,000	\$ 126,000	48 - 50
	Subsistence Allowance (7 @ \$15,000 each)	\$ -	\$ 105,000	\$ 105,000	\$ 105,000	
<b>Summer</b>						
	Institutional Payment (8 Y1, 4 Y2-4 @ \$5,000 each)	\$ 40,000	\$ 20,000	\$ 20,000	\$ 20,000	
	Subsistence Allowance (8 Y1, 4 Y2-4 @ \$2,500 ea.)	\$ 20,000	\$ 10,000	\$ 10,000	\$ 10,000	
<b>SUBTOTAL GRADUATE FELLOWSHIPS</b>		<b>\$ 60,000</b>	<b>\$261,000</b>	<b>\$261,000</b>	<b>\$261,000</b>	

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Pg.
<b>11.2 Undergraduate Fellowships</b>					48 - 50
<b>Academic Year</b>					
Institutional Payment (3 @ \$10,000 each)	\$ -	\$ 30,000	\$ 30,000	\$ 30,000	
Subsistence Allowance (3 @ \$5,000 each)	\$ -	\$ 15,000	\$ 15,000	\$ 15,000	
<b>Summer</b>					
Institutional Payment (4 Y1, 2 Y2-4 @ \$5,000 each)	\$ 20,000	\$ 10,000	\$ 10,000	\$ 10,000	
Subsistence Allowance (4 Y1, 2 Y2-4 @ \$2,500 ea.)	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	
<b>SUBTOTAL UNDERGRADUATE FELLOWSHIPS</b>	<b>\$ 30,000</b>	<b>\$ 60,000</b>	<b>\$ 60,000</b>	<b>\$ 60,000</b>	
<b>SUBTOTAL TRAINING STIPENDS</b>	<b>\$ 90,000</b>	<b>\$321,000</b>	<b>\$321,000</b>	<b>\$321,000</b>	
<b>12.0 Total Costs (lines 9-11)</b>	<b>\$359,926</b>	<b>\$587,376</b>	<b>\$589,596</b>	<b>\$588,624</b>	